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ABSTRACT

The Objective-Item Bank presented covers 16 sections of four subject areas in each of four grade levels. The four areas are: Language Arts, Math, Social Studies, and Science. The four grade levels are: Primary, Intermediate, Junior High, and High School. The Objective-Item Bank provides school administrators with an initial starting point for curriculum development and with the instrumentation for program evaluation, and offers a mechanism to assist teachers in stating more specifically the goals of their instructional program. In addition, it provides the means to determine the extent to which the objectives are accomplished. This document presents the Objective Item Bank for secondary school social studies. (CK)

# SECONDARY SCHOOL SOCIAL STUDIES

## EVALUATION FOR INDIVIDUALIZED INSTRUCTION

A Title III ESEA project
administered by
Downers Grove, Illinois
School District 99

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individualized instruction • inservice workshops to improve skills in evaluating new programs • pupil progress •

ED 100 986

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## SELECTED TEST ITEMS TO MEASURE THE PROCESS APPROACH

ED 066502

# SECONDARY SCHOOL SOCIAL STUDIES

## SELECTED TEST ITEMS TO MEASURE THE PROCESS APPROACH

Edited
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Evaluation for Individualized Instruction Project
AN ESEA TITLE III PROJECT
Administered
by
Downers Grove Public School District 99

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## BACKGROUND

The Evaluation for Individualized Instruction Project, an ESEA Title III project administered by the Downers Grove, Illinois, School District 99, has developed an Objective-Item Bank covering sixteen sectors of four subject areas in each of four grade levels.

Subject Area

|  | LA | MA | SS | SC |
|---|---|---|---|---|
| 1 | 11 | 12 | 13 | 14 |
| 2 | 21 | 22 | 23 | 24 |
| 3 | 31 | 32 | 33 | 34 |
| 4 | 41 | 42 | 43 | 44 |

LA = Language Arts
MA = Math
SS = Social Studies
SC = Science

1 = Primary
2 = Intermediate
3 = Junior High
4 = High School

Nearly 5000 behavioral objectives and over 27,000 test items based on these objectives were recently published as the culmination of this three-year project. The complete output of seventeen volumes totals over 4500 pages. These publications have been reproduced by the Institute for Educational Research to make them available at cost to teachers and administrators.

The objectives and items were written by over 300 elementary and secondary teachers, representing forty Chicago suburban school districts, who participated in workshops of three to nine weeks duration throughout the project. In these workshops they learned to write effective behavioral objectives and test items based on the objectives. The results of their work were edited for content and measurement quality to compile the largest pool of objectives and test items ever assembled.

## PRINCIPLES AND MERITS

Unfortunately, the Objective-Item Bank is often viewed mainly as a source of test items. Although this is an important function, its greatest potential impact lies not in the availability of a multitude of test items, but rather in the ability of these items to measure carefully selected educational goals.

The almost frenetic search for test items on the part of some educators has been spurred by the current emphasis on measurement. Some educators have become so enamored with measurement that they seem more interested in obtaining a numerical index than examining what they are really trying to measure. Further, it is not unusual for teachers to speak about a child obtaining a score of 95% on a particular test. Frequently, they encounter considerable difficulty in interpreting the real meaning of a score and are content to just accept its numeral value. A much more important question would seem to be: What are our goals of measurement? Unless we can answer this question precisely, the only real purpose that testing serves is to gather data concerning pupils to facilitate the marking of report cards. This is not to say that this function is not legitimate - it is rather to say that such a view of measurement is much too constricting. The goal of measurement should be to provide feedback both to the teacher and the child regarding the success or failure of the learning experiences in realizing specifically stated objectives.

One of the main strengths of the EII Objective and Item Bank is that all the items are directly tied to specifically stated objectives. Each group of items is designed to measure a specific objective and therefore provides the means whereby the teacher can obtain feedback on the success of the educational program.

It is disheartening to observe so many districts attacking the complex problem of curriculum development independently. One cannot help reflecting on the mammoth duplication of efforts involved. The Objective-Item Bank offers a possible alternative to this duplication. Utilizing its resources, the curriculum committee is provided with some point of departure. The efforts of three hundred teachers participating in the Evaluation Project's workshops and the thoughts of forty districts can be evaluated and utilized. This is not to suggest that any set of objectives should be viewed as the "answer" to an individual district's curricular problem but rather the efforts of others offer a convenient point of departure and may serve to stimulate diverse opinions about the direction of curricular thrust within the individual district. The words of Sir Isaac Newton seem appropriate; "If I have seen further, it is by standing upon the shoulder of giants." The efforts of others, whether we consider them giant-like or pygmyish, do offer a threshold to view the immense, complicated problem of curricular development in better perspective.

The title of an article in a recent educational journal, "If You're Not Sure Where You're Going, You're Liable to End up Someplace Else," succinctly describes a continuing dilemma in our educational system. The vagueness of our goals often promotes the idea that "anything goes." Without a guiding beacon many classrooms become activity-centered rather than goal-oriented. One educator recently compared the all-too-typical classroom with Henry Ford's observation concerning history. He defined history as, "One damned thing after another." Is this true of the succession of activities within our classrooms? Does the teacher really know the educational purpose of each activity? Perhaps, even more importantly, do the children know the purpose?

The Objective-Item Bank offers a mechanism to assist teachers in stating more specifically the goals of their instructional program and further provides the means to determine the extent to which the objectives are accomplished. The specification of goals assists the teacher in discovering whether favored activities advance learning, or are merely time fillers; whether they get the "materials" across, or are merely perfunctory exercises.

Much discussion has been devoted to the topic of "*why* individualized instruction?" and occasionally some dialogue has even centered on the "*how*." But an even more basic question is one that is often ignored: "Individualize *what*?"

Many school districts mention their individualized programs in reading or mathematics. What is individualized within these programs? Are certain skills definitely identified? Is the practice of pretesting to determine the child's level of proficiency when he enters the program a guideline?

The Objective-Item Bank has two potential contributions to make to all school districts embarking on or presently engaged in individualized instruction programs. These contributions are: 1. A group of well-specified objectives which could form the "what" of the program. 2. A set of items designed to provide information on the degree of mastery of the objective.

## APPLICATIONS AND TECHNIQUES

The versatility of the Objective-Item Bank is evident in the value and usability by both teachers and administrators.

To the Administration the Objective-Item Bank:

1. Provides an initial starting point for curriculum development. The existence of many objectives avoids the necessity of each district duplicating the efforts of another. The task of the curriculum committee becomes one of selecting and/or rejecting objectives from the Objective - Item Bank and then supplementing them with objectives developed at the local level. Past-participants of the Evaluation Project workshops would be valuable resource people in this endeavor.

2. Provides the instrumentation for program evaluation. The selection of items from those objectives representative of the main emphases of the local district provides the framework for the evaluation of the stated goals.

To the Teacher the Objective-Item Bank:

1. Provides the pooling of talent and imagination of teachers of varied experience and interests, thus avoiding the present duplication of effort.

2. Provides resources for more highly sensitized program evaluation instead of a battery of standardized tests. Since the objectives are tailored to the program, the associated test items can be used to determine precisely the efficacy of the instructional materials.

3. Provides the means whereby the teacher can become more acutely aware of that which he is seeking to have occur in his classroom and that which he will accept as evidence of its occurrence. Hopefully, as teachers become more aware of their goals, they will share these

objectives with children and let the pupils become acutely aware of that which is expected of them, ergo allowing them to seek their own modality of instruction for the realization of the stated goals.

4. Provides the nucleus of an individualized instruction program.

   a. It provides for more precise curriculum planning by differentiating those goals specific to each grade and even to each student. With the bank at their disposal, teachers are encouraged to become aware of their responsibilities in developing a set of basic objectives which every child must attain and a further set which can be pursued according to the students' abilities and interests.

   b. It provides several items per objective, some of which may be used as a pre-test to discover whether a student should undertake that objective while the remainder may be employed to measure the mastery of those students who do tackle the objective.

NOTES

Several of the volumes have been reproduced from punched cards by the IBM 407, a machine which does not print all characters exactly as they appear on a typewriter. Thus:

% is actually (

⌑ is actually )

0 is actually ? or !

Apostrophes cannot be printed.

The number immediately after the statement of each objective represents the number of items measuring attainment of that objective.

Information on the EII publications or purchase requests can be directed to:

INSTITUTE FOR EDUCATIONAL RESEARCH
1400 West Maple Avenue
Downers Grove, Illinois 60515

# SECONDARY SCHOOL SOCIAL STUDIES

## SELECTED TEST ITEMS TO MEASURE THE PROCESS APPROACH

A common characteristic of the "new" social studies programs is the emphasis on the "process approach." There is some variance in agreement as to exactly which processes should be emphasized, but there is unanimity in the belief that the amassing of facts without an accompanying emphasis on the process approach is an exercise in futility.

The primary purpose of this booklet is to provide sample test items that measure commonly accepted process skills in the area of secondary school social studies. Although the majority of the items are concerned with history, economics, and political science, other social science disciplines are represented.

In an attempt to maximize the utility of this book, two indexes have been provided. The first is the typical subject matter organization. The second is a listing of the texts from which material for the items was extracted. The majority of these texts is on the junior high level. The primary purpose of utilizing texts on this level was to keep the readability level of items as low as possible so that a more accurate appraisal of the student's ability to engage in each process could be obtained - rather than just another measure of his reading ability.

As previously indicated, this book does not represent all possible topics commonly included in all the social science disciplines. However, it is quite representative of that which is covered in secondary social studies programs. Your comments concerning the utility of this book within your social studies program would be greatly appreciated.

Les Brown, Ph. D.
Project Associate
Evaluation Project

## SECTION A

## LOCATING THE CENTRAL ISSUE

Objective: THE CHILD WILL DEMONSTRATE HIS ABILITY TO LOCATE THE CENTRAL IDEA BY SELECTING IT AFTER READING A GIVEN SELECTION.

A
1061

Directions: Read the following paragraph.

Preface to Poor Richard's Almanack, 1733.

Courteous Reader,

I might in this place attempt to gain thy Favour, by declaring that I write Almanacks with no other View than that of the publick Good, but in this I should not be sincere; and men are now adays too wise to be deceiv'd by Pretences how specious[1] soever. The plain Truth of the Matter is, I am excessive poor, and my Wife, good Woman, is, I tell her, excessive proud; she cannot bear, she says, to sit spinning in her Shift of Tow,[2] while I do nothing but gaze at the stars; and has threatened more than once to burn all my Books and Rattling Traps (as she calls my Instruments) if I do not make some profitable Use of them for the Good of my Family. The Printer has offer'd me some considerable share of the Profits, and I have thus begun to comply with my Dame's Desire.

[1] "Specious" means believable on the surface.

[2] A "shift of tow" is a straight, loose undergarment made of coarse linen cloth.

Item:

Choose the main idea of the "Preface."

a. Franklin's purpose in writing the Almanack was to please his wife.

*b. Franklin's purpose in writing the Almanack was to make a profit.

c. Franklin's purpose in writing the Almanack was to please the public.

Source: Kownslar, Allan and Frizzle, Donald, Discovering American History, New York, Holt Rinehart and Winston, Inc., 1967, p. 75.

Directions: Read the following paragraph.

A
1062

America's success in the Revolutionary War is all the more remarkable when it is considered that the contest was essentially one between a collection of inexperienced amateurs and an army of trained professionals. With a distrust of standing armies which lasted into the twentieth century, the Americans... relied on militia for their defense, supplemented with volunteers for special emergencies. The colonial tradition was of short service for a single campaign—a habit which plagued George Washington until the end of the war.

Item:

Choose the main idea of the above paragraph.

a. George Washington was concerned with the short duration of the volunteers' service.
*b. Despite their lack of training and short service the American soldiers defeated the British.
c. Colonial armies were poorly trained and did not have much experience on the battlefield.

Source: Kownslar, Allan and Frizzle, Donald, Discovering American History, New York, Holt, Rinehart and Winston, Inc., 1967. p. 130.

Directions: Read the following paragraph.

A
1063

(Women) had more freedom of action and more chance to take part in life outside the home than in England. Colonial laws gave them more protection. In England, for instance, the common law allowed a husband to beat his wife with "any reasonable instrument"; according to Massachusetts law, he could beat her only in self-defense. Widespread home manufacturing allowed wives as well as their husbands to learn trades. In the south the mistress of a plantation was a full partner in directing the working force. When seafaring New England husbands left their wives, sometimes for years at a time, women were successful as merchants or storekeepers. Still other women were printers, newspaper publishers, druggists, and doctors.

Item:

Choose the main idea from the above paragraph.

*a. Colonial women experienced greater freedom of action than English women.
b. All colonial women worked outside the home.
c. Colonial women were better educated than English women.

Source: Bragdon, Henry and McCutchen, Samuel, History of a Free People, New York, Collier-MacMillian Limited, 1968, p. 19.

A
1064

Directions: Read the following paragraph.

The loyal colonists. . . were not treated with (the) favor which they had a right to expect from the home government. Parliament soon ordered that the imports and exports of the colonists should be carried in English vessels alone, and that their chief productions should be shipped only to the mother country. A profitable trade which had sprung up with the West Indies was thus entirely cut off.

Item: Choose the main idea of the above paragraph.

a. Parliament was showing a protective spirit towards the colonists by discontinuing colonial trade with the West Indies.
b. The loyal colonists did not have to worry about trade because of the British-Colonial trade arrangement.
*c. Oppression of the colonists was evidenced by the British control of colonial commerce and trade.

Source: Kownslar, Allan & Frizzle, Donald, Discovering American History, New York, Holt, Rinehart and Winston, Inc., 1967, p. 83.

Directions: Read the following paragraph. A 1065

Though the Virginians loved liberty, they still retained some of the old forms and customs of the English aristocracy. The eldest son inherited the whole of his father's estate; and, as the influence and wealth of the land-owners increased, the dividing line between the higher and the lower classes became more distinct. The Virginians were mostly royalists (loyal to the king) and but few republicans (who desired more rule by and for the people) were elected to the new legislature formed after the restoration of Charles II.

Item:

Choose the central idea of the above paragraph.

a. The colonists in Virginia demonstrated their desire for independence from Britain by forsaking the British aristocracy system.
*b. Most of the colonists in Virginia were not in favor of breaking with England as was evidenced by their loyalty to the crown and their continued use of many English ways.
c. After Charles II was restored to the British throne the colonists in Virginia had a complete change of attitude towards self-government.

Directions: Read the following paragraph. A 1066

Agricultural productivity grew as fast as that of industry. During the 1850's, the frontier line did not advance as rapidly as in previous decades because settlers held back from the Great Plains. But in the Middle West there was ample fertile land, "as flat as a barn floor," and it attracted farmers from barren hillsides in the Northeast and immigrants from Europe. Public lands could be purchased for as little as 25 cents an acre, and the Pre-emption Act of 1841 allowed "squatters" first chances to buy. The new railroads supplemented sailing ships on the Great Lakes and the canal system in moving western grain and meat to eastern markets.

Item:

Choose the central idea of the above paragraph.

a. In the 1850's the development of transportation surpassed the development of agricultural productivity in the Middle West.
*b. In spite of the slowing down of westward expansion in the 1850's agricultural productivity increased in the Middle West.
c. Because the settlers were afraid to establish farms in the Great Plains region agricultural productivity decreased in the 1850's.

Source: Bragdon, Henry and McCutchen, Samuel, History of a Free People, New York, The MacMillan Co., 1967, p. 325.

A
1186

Directions: Read the paragraph below.

..., a Frenchman's way of making a living in the New World depended on the supply of furry animals. This fact in the long run tended to scatter the population of New France. In 1650 the population of Quebec, the largest city in the St. Lawrence Valley, was only about 500.

Item:

Choose the main idea of the paragraph.

a. The Frenchmen of the New World made their living by trapping animals.
b. Quebec was the largest city in the St. Lawrence Valley in 1650.
*c. The occupations of the inhabitants of New France caused them to live far apart.

Source: The Free and the Brave, Rand McNally and Co., p. 53.

Directions: Read the following paragraphs. A 1187

To the first arrivals twenty thousand years or so ago, North America was a region that, hopefully, had a better climate and more food than Asia. To the Norsemen, it was a faraway land of sweet grapes, to be visited on rare occasions.

To the Spanish, America was at first a roadblock in the way of China, and later it was a source of treasure for the king of Spain. To the French, it was a fascinating preserve in which to hunt animals, and later it was a glorious sign to the world of France's strength.

Item:

Choose the main idea that comes from the above paragraphs.

a. The first man came to North America 20,000 years ago and many different settlers have come since then.
*b. North America has been visited and settled by many groups and for many different reasons.
c. Those who settled in North America always travelled from faraway continents.

Source: The Free and the Brave, Rand McNally and Co., p. 58.

Directions: Read the following paragraph. A 1188

For most Americans the 1890's were anything but the "gay nineties" which have sometimes been celebrated on television and in the movies. While girls in the music halls were dancing the cancan and sweethearts could ride a "bicycle built for two," there was serious unrest among farmers and workingmen. Nor was the period a time of peace. The country became involved in a mean war.

Item:

Choose the main idea from the paragraph.

a. Television and the movies show us that the 1890's were gay years.
b. The 1890's were not gay at all because of war and unrest.
*c. Although the 1890's were gay in some respects, they were also difficult years for Americans.

Source: The Free and the Brave, Rand McNally and Co., p. 535.

A
1189

Directions: Read the paragraph below.

The election of Andrew Jackson brought to the White House a remarkable self-made man. Jackson, known as Old Hickory, was the first American President born in poverty. He had been on his own since the age of fourteen, when his mother died. Although he had made the law his career and had prospered in it, he had been drawn to military service.

Item:

Choose the main idea that comes from the paragraph.

*a. Andrew Jackson was unique because he rose from poverty to the Presidency of the United States.
b. Andrew Jackson was a lawyer, soldier, and finally became President.
c. Andrew Jackson's success was surprising because he had a very difficult life.

Source: The Free and the Brave, Rand McNally and Co., p. 323.

Directions: Read the paragraph below. A 1290

Recently a careful study was made of the concentration of business in the United States. It showed that our economic life was dominated by some six hundred odd corporations who controlled two-thirds of American industry. Ten million small business men divided the other third. More striking still, it appeared that if the process of concentration goes on at the same rate, at the end of another century we shall have all American industry controlled by a dozen corporations, and run by perhaps a hundred men . . . . Clearly, all this calls for a re-appraisal of values.

Item:

Choose the main idea that comes from the paragraph.

*a. Our economic life is dominated by a relatively few large corporations.
b. Small business men are necessary for the democratic growth of our society.
c. Many business men will be afraid to invest in products and buildings.

Source: "Roosevelt: Campaign Speech in San Francisco, 1932", Discovering American History, Holt, Rinehart and Winston, pp. 689-690.

Directions: Read the paragraph below. A 1291

[The] slaveholding class of the American people is systematically and successfully [misusing] the administration of the government, especially in regard to the territories, so as to change the constitution and endanger the stability, welfare and liberty of the Union . . . .

Item:

Choose the main idea that comes from the paragraph.

a. The slavery system is morally wrong.
b. Slaveholders, or the majority of them, are not desirable people.
*c. Our government is in danger of being destroyed.

Source: "The Threat from Slaveholders", Discovering American History, Holt, Rinehart and Winston, p. 487.

A
1292

Directions: Read the paragraph below.

> To be consistent with existing and probable unalterable [unchangeable] prejudices in the United States, the freed blacks ought to be permanently removed beyond the region occupied by, or allotted to, a white population . . . .

Item:

Choose the main idea that comes from the paragraph.

*a. The black and white races can never live together as free men.
b. Prejudices are morally bad.
c. The black man should be shipped back to Africa.

Source: "James Madison, 1819-1829", Discovering American History, Holt, Rinehart and Winston, p. 454.

Directions: Read the paragraph below.

A
1293

In a recent bulletin of the Superintendent of the Census for 1890 appear these significant words: "Up to and including 1880 the country had a frontier of settlement, but at present the unsettled area has been so broken into by isolated bodies of settlement that there can hardly be said to be a frontier line. In the discussion of its extent, its westward movement, etc., it cannot, therefore, any longer have a place in the census reports." This brief official statement marks the closing of a great historical movement. Up to our own day American history has been in a large degree the history of the colonization of the Great West. The existence of an area of free land, its continuous recession, and the advance of American settlement westward, explain American development.

Item:

Choose the main idea that comes from the paragraph.

a. The census will now be more difficult to administer.
b. Land values will rise because of the scarcity of free land.
*c. America's greatness is partially due to the existence of a frontier.

Source: "Frederick Jackson Turner, 1893", Discovering American History, Holt, Rinehart and Winston, p. 540.

Directions: Read the paragraph below.

A
1294

. . .Thus is the problem of rich and poor to be solved. . . Individualism will continue, but the millionaire will be a trustee for the poor; entrusted for a season with the great part of the increased wealth of the community, but administering it for the community far better than it could or would have done for itself . . . [Soon there will be] no mode of disposing of surplus wealth creditable to thoughtful and earnest men . . . save by using it year after year for the general good . . . The day is not far distant when . . . the public verdict will . . . be, "the man who dies . . . rich dies disgraced . . . ."

Item:

Choose the main idea that comes from the paragraph.

*a. Only the men of great wealth are capable of wisely administering it for the good of the community.
b. Poor people should be expected to satisfactorily care for their financial well being.
c. The public considers the wealthy man has been dishonest in building up his fortune.

Source: "Andrew Carnegie: The Gospel of Wealth", Discovering American History, Holt, Rinehart and Winston, pp. 563-64.

A
1295

Directions: Read the paragraph below.

. . . We haven't had a chance to fight against one of the big powers and this trouble with Spain will teach us a lesson. When the United States realizes the trouble she's put in being unprepared for war with a bankrupt country like Spain, it will give us some idea of what we would have to do to get into condition to fight with England or France. . . .

Item:

Choose the main idea that comes from the paragraph.

a. Wars always teach us a lesson that is found helpful in future years.
*b. A war with Spain will show the American people that the United States is unprepared.
c. England and France have surpassed Spain as a world power.

Source: "War Will Teach Us a Lesson Says Kirkland", Discovering American History, Holt, Rinehart and Winston, p. 616.

Directions: Read the paragraph below.

A
1296

. . . Our government is not the master but the creature of the people. The duty of the State toward the citizens is the duty of the servant to its master. The people have created it; the people, by common consent, permit its continual existance.

Item:

Choose the main idea that comes from the paragraph.

a. By common consent the people allow the State to govern without much restraint.
*b. Government is the servant of the people.
c. It is the duty of all citizens to take part in government affairs.

Source: "The Role of the Federal Government: Franklin D. Roosevelt", Discovering American History, Holt, Rinehart and Winston, pp. 694-95.

Directions: Read the following paragraph.

A
1406

The "white backlash" already has become a factor in elections from one end of the country to another... Among long-time civil rights leaders...there was mounting fear...that the days of wide national support for civil rights had come to at least a temporary end...

Item:

a. The Negro had been denied his rights for many years.
b. Many white leaders have worked with Negro groups to gain "equality" for the latter.
c. Negroes have not supplied enough leaders from their own groups; there is too much dependence on sympathetic whites.
*d. The white people have lost sympathy with the demands of the Negroes.

Source: "The Changing Mood of the Country", Discovering American History, Holt, Rinehart and Winston, p. 740.

A
1518

Directions: Read the paragraph below.

Insurance is designed to provide money when it is needed because of losses that occur. Without insurance, most of us could adjust satisfactorily to small losses from minor accidents or short periods of sickness. But without insurance, a large loss from a big fire or a serious illness or the death of the family wage earner could be disastrous. In such cases insurance benefits are most important in helping to overcome critical hardships. Protection against major hazards gives everyone a feeling of security and stability and thus makes him a better economic citizen of the community.

Item:

Choose the main idea that comes from the paragraph.

a. Insurance protection makes you a good citizen.
b. Insurance protection provides money.
*c. Insurance protection provides economic security.

Source: Sharing Economic Risks, General Business, Southwestern Co., p. 209.

A
1519

Directions: Read the paragraph below.

A person who has saved is often able to take advantage of opportunities that otherwise would be lost. A watch that is just what you want may be offered at a special sale at a low price. If you have saved a part of your income, you may be able to buy it. Or your parents may find that someone wishes to sell a home quickly and is willing to sell cheaply. If they have accumulated savings, they may be able to make the purchase.

Item: Choose the main idea that comes from the paragraph.

a. Good opportunities occur when you save.
*b. Saving allows you to take advantage of good opportunities.
c. Saving helps you to buy things cheaply.

Source: Planning a Savings Program, General Business, Southwestern Co., p. 290.

Directions: Read the paragraph below.

A
1520

"The American way of life" means many things to many people. Hence, it is almost impossible to formulate a universally acceptable description of it. Undoubtedly this is because the people in a democracy have the right to think, speak, and act with a great deal of personal freedom. They are not required to conform to any dictated pattern of living. It is generally agreed, moreover, that this freedom of action is the primary characteristic of both our economic system, capitalism, and our political system, democracy.

Item:

Choose the main idea that comes from the paragraph.

a. "The American way of life" is economically sound.
*b. People in a democracy experience more freedom.
c. People in a democracy can do anything they want to.

Source: The Economics of American Living, Rand McNally and Co.

Directions: Read the paragraph below.

A
1521

A corporation may need to borrow a large amount of money — more than it can get from one source. It may then borrow from many people by selling bonds. The bonds of a corporation usually pay a higher rate of interest than do government bonds. If they did not, everyone might prefer to buy government bonds. Everyone is sure that any amount he lends the government will be paid back; but if a business fails, it may not be able to repay all that it has borrowed.

Item: Choose the main idea that comes from the paragraph.

a. Government bonds are safer investments.
*b. Corporation bonds are sometimes risky, but more profitable.
c. Bonds are necessary for a corporation's success.

Source: Making Useful Savings, General Business, Southwestern Co., p. 308.

Directions: Read the paragraph below. A 1522

Businesses could not thrive if there were no public roads for the transportation of goods and the travel of workers and customers. Businesses could not survive long if government did not use its authority to enforce contracts. Businesses could not operate with freedom if government did not preserve public order so that life and property were protected.

Item:

Choose the main idea that comes from the paragraph.

a. Businesses could not operate without government roads and facilities.
*b. Businesses need government services in order to grow.
c. The government helps business first, then the consumer.

Source: How Government Works With Business, General Business, Southwestern Co., p. 539.

Directions: Read the paragraph below. A 1523

One way we discover a fact is through our senses. After we have burned our fingers in a flame, we accept the statement, "A flame is hot." We accept the statement, "Watermelon tastes good," by tasting a sample. When we combine a group of three sticks and a group of five sticks to form eight sticks, we accept as true the number sentence 3 + 5 = 8. When we count the rows and columns of square inches in a rectangle, we accept the formula A = LW as being correct for computing the area of a rectangle. In other words, we believe statements based on the experiences which we have had.

Item:

Choose the main idea that comes from the paragraph.

a. We determine the truth by touching and tasting.
b. "Seeing is believing".
*c. We accept new facts through experiences.

Source: Logic and Reasoning in Mathematics, McGraw-Hill.

Directions: Read the paragraph. A 1632

A definition of money which will satisfy almost everyone is: money is anything which people will accept as a measure of value and a medium of exchange. Mark that we have said a measure of value - not value itself; and a medium of exchange, it is not the wealth itself which changes hands. The point to remember is that the money in use in most nations today is not wealth.

Item:

From the statements below choose the one that best states the main idea of the paragraph.

a. Money is necessary for trade between individuals.
b. Money is accepted by all nations as a means of exchanging goods.
c. Money is a measure of value and a medium of exchange.
*d. Money in use in most nations today is not wealth.

Directions: Read the paragraph. A 1633

In the colonial days in this country many different kinds of money were used. Colonists used coins made in England, Holland, Spain, and other countries. Some of the colonies manufactured and circulated their own coins and bills. In addition, most early banks issued some form of paper money. At one time there were hundreds of different kinds of paper money in circulation in this country. Under these conditions, no one knew for certain how much his money was worth. If a man had a $5 bill, he might get $2.50 or less for it in exchange. You can see how difficult it would be to carry on business transactions under an uncontrolled money plan. A sound money system is so important to all of us that today the manufacture and the issue of money are carefully controlled by our federal government. All our paper money is printed in Washington, D.C. All coined money is minted by the federal government in plants located in Philadelphia, Denver, and San Francisco.

Item:

From the statements below, choose the one that best states the main idea of the paragraph.

a. The early money systems in our country were so bad people never knew how much they were worth.
*b. A sound money system can only be assured by the control of the federal government.
c. Our paper money is printed in our country's capital to insure its value.
d. The colonists had a difficult time carrying on business transactions under an uncontrolled money plan.

Directions: Read the paragraph. A 1651

To a great extent the history of banking is the story of the economic progress and development of mankind. Banks have existed for more than four thousand years - long before there were coins or paper money. The Babylonians, Greeks, and Romans all had well-developed banking systems, in which notes and drafts payable in gold or silver bullion were used. In fact, excavations of ancient cities reveal that the earliest bank checks were small, clay tablets, pre-dating the use of paper.

Item:

Choose the statement that best describes the main idea of the paragraph.

a. The Romans were one of the first bankers.
b. The first checks were not made of paper.
*c. Banking is an old business.

Directions: Read the paragraph.

A
1699

When increases in the dollar-volume and in the velocity of circulating money are not matched by an increase in the amount of goods and services produced, the price level usually rises. In other words, when dollars chase goods, the price level usually rises. Conversely, when goods are plentiful and dollars are scarce, the price level falls. While a falling price level will please many people, history does not herald it as an unmixed blessing. In fact, our nation's periods of greatest prosperity have been those in which we experienced a moderately rising price level.

Item:

Which of the following would most likely express the author's main idea?

a. Lower prices are not always the best for a nation .
*b. The price level is directly affected by changes in the dollar-volume.
c. Higher prices insure prosperity for the country.
d. The price trend is upward when dollars chase goods.

Directions: Read the paragraph.

A
1700

We can view the U. S. banking and monetary system as a huge inverted pyramid. At the bottom is the gold in our federal depository at Ft. Knox, Kentucky, valued at 16 billion dollars. On this rest the assets of the Federal Reserve system, 14.5 billion dollars in gold certificates and 37.9 billion dollars in United States securities and other investments. Above this level are the assets of the member banks of the Federal Reserve System, 42.8 billion dollars of cash assets and 183.5 billion dollars in loans and investments. At the top of our pyramid is the money in the hands or at the disposal of the public which amounts to 30.8 billion dollars in circulating currency and 219.1 billion dollars in bank deposits. This is our banking and monetary structure—the economic support of our national prosperity.

Item:

Which of the following statements best describes the main idea the author intended to express?

a. Gold is at the bottom of our whole monetary structure.
b. The money at the disposal of the public both in cash and bank deposits is larger than all other categories of our monetary structure.
c. The actual value of the gold we have as a country is much less than the money that we as citizens use.
*d. Our national prosperity is affected and supported by our banking and monetary structure.

A
1705

Directions: Read the paragraph below.

A few colonists were thinking of how grand it would be if boundaries and barriers between colonies and colonists could become less important. In the 1760's Christopher Gadsen, a leader of South Carolina, was writing, "There ought to be no New England men, no New Yorkers, etc., known on the continent, but all of us Americans..."

Item:

Choose the main idea that comes from the paragraph.

a. States' boundaries should be eliminated.
b. People should not refer to themselves as "New Yorkers, New England men, etc."
*c. The colonists should be a unified country.

Source: The Free and the Brave, Rand McNally and Co., p. 146.

Directions: Read the paragraph below.

A
1706

Another example of how hard work could do wonders for a man not well born, that is, born into a prosperous family, is the life of John Hull. The son of a blacksmith, Hull arrived in America as a child in 1634. At first he helped his father with farm chores, but soon he became a goldsmith's apprentice and learned to fashion precious metals. Becoming a master craftsman, he developed a profitable business, selling his products in Boston.

Item:

Choose the main idea that comes from the paragraph.

a. John Hull moved from goldsmith apprentice to master craftsman.
*b. John Hull was an ambitious man.
c. John Hull had a profitable business.

Source: The Free and the Brave, Rand McNally and Co., p. 133.

Directions: Read the paragraph below.

A
1707

Since most of the pioneers owned few items besides their farm implements and cooking utensils, they found it fairly convenient to move. Their life remained simple, as they spent a large portion of their time hunting and fishing. Usually they were unable to provide schooling for their children, and they lacked also various comforts possessed by people who were better situated.

Item:

Choose the main idea that comes from the paragraph.

a. The early American pioneers were poor.
b. Hunting and fishing characterized the work style of the American pioneer.
*c. Simplicity of life was typical of American pioneers.

Source: The Free and the Brave, Rand McNally and Co., p. 137.

Directions: Read the paragraph below.

A
1708

Europeans first learned about smoking tobacco from the American Indians. By the early 1600's the habit of smoking was spreading over Europe. King James I of England tried to stop it. He said that smoking was "loathsome to the eye, hateful to the nose, harmful to the brain, dangerous to the lungs..." But in spite of King James' objections, more and more people started smoking tobacco.

Item:

Choose the main idea that comes from the paragraph.

a. Smoking tobacco originated with the American Indian.
*b. People didn't believe King James' warnings against smoking.
c. Neither did King James smoke nor did he want others to smoke.

Source: Rise of the American Nation, Harcourt, Brace and World, Inc., p. 21.

Directions: Read the paragraph below.

A
1709

If slaves could have been used profitably on the farms of the Middle Colonies or on the much smaller farms of New England, no doubt slavery would have become established there as well as in the South. In colonial times few people anywhere objected to slavery as such. Slavery was either profitable or unprofitable. In the Southern Colonies it was profitable, and slaves were used in ever-increasing numbers.

Item:

Choose the main idea from the paragraph.

a. Because New England farms were small, slavery was unnecessary.
*b. Slavery was economically feasible in the South.
c. Slavery was thought of differently in early America than today.

Source: Rise of the American Nation, Harcourt, Brace and World, Inc., p. 42.

Directions: Read the paragraph below.

A
1829

"No man is an Iland, intire of it selfe; every man is a peece of the Continent, a part of the maine; if a Clod bee washed away by the Sea, Europe is the lesse, as well as if a Promontorie were, as well as if a Mannor of thy friends or of thine owne were; any mans death diminishes me, because I am involved in Mankinde; And therefore never send to know for whom the bell tolls; It tolls for thee."

Item:

Choose the main idea that comes from the paragraph.

a. Every man is a citizen of a country.
*b. A man cannot exist alone but has social instincts and needs.
c. Each man is dependent on other men.

Source: Quotation from Devotions by John Donne, 7th grade model unit, Man and the Challenge of the City, Wilmette Public Schools, District #39, p. 1 and p. 1 of Appendix A.

Directions: Read the poem below.

A
1830

Broadway: Twilight

Roaring, clanking,
Sirens screaming
In confusion;
Pink and yellow,
Shifting, gleaming
In profusion.

Above the deepening blue
The stars blink calmly through.

Tom Prideaux

Item:

Choose the main idea that comes from the above selection.

a. At night Broadway is brightly lighted.
b. The city is noisy.
*c. The city is noisy but there is a calm beyond.

Source: From 7th grade model unit, Man and the Challenge of the City, Wilmette Public Schools, District #39, p. 3 of Appendix B.

A
1831

Directions: Read the paragraphs below.

> . . . The upheaval that led to farming in turn touched off another great change. This occurred at the time when the farmer began to produce more than enough. In autumns when the yield of the fields was far greater than what was needed to sustain the farm family, it was possible for the farmer to exchange some of his surplus and perishable foods for other needed goods and services.
>
> What happened then marked the beginning of a new revolution. From that first farm surplus, the long, slow, winding road of human history led inevitably toward the city.

Item:

Choose the main idea that comes from the paragraph.

a. Farmers produce more than they need.
*b. Farm surpluses led to the development of cities.
c. The farmer began to produce more than he needed in the 1870's.

Source: "Cities and People", S. Carl Hirsch, 7th grade model unit, Man and the Challenge of the City, Wilmette Public Schools, District #39, p. 8 of Appendix E.

A
1832

Directions: Read the paragraph below.

All through the skittish 1960's, America has been almost obsessed with its alienated minorities - the incendiary black militant and the welfare mother, the hedonistic hippie and the campus revolutionary. But now the pendulum of public attention is in the midst of one of those great swings that profoundly changes the way the nation thinks about itself. Suddenly, the focus is on the citizen who outnumbers, outvotes and could, if he chose to, outgun the fringe rebel. After years of feeling himself a besieged minority, the man in the middle - representing America's vast white middle-class majority - is giving vent to his frustration, his disillusionment — and his anger.

Item:

Choose the main idea that comes from the paragraph.

a. America has alienated minority groups.
b. The man in the middle is white and middle-class.
*c. Middle-class whites are beginning to assert themselves.

Source: From The Troubled American, Newsweek Magazine, October 6, 1969, 8th grade model unit, Man and the Challenge of Majority-Minority Relationships, Wilmette Public Schools, District #39, p. 21 of Appendix F.

Directions: Read the song below.

A
1833

"You've got to be taught to hate and fear,
You've got to be taught from year to year;
It's got to be drummed in your dear little ear,
You've got to be carefully taught.

You've got to be taught to be afraid
Of people whose eyes are oddly made,
And people whose skin is a different shade,
You've got to be carefully taught.

You've got to be taught before its too late,
Before you are six or seven or eight,
To hate all the people your relatives hate,
You've got to be carefully taught."

—Rogers & Hammerstein
"South Pacific"

Item:

Choose the main idea that comes from the song.

*a. Prejudice is taught.
b. People are prejudiced.
c. Racial prejudice is one kind of prejudice.

Source: From 6th grade model unit, Man and the Challenge of Majority-Minority Relationships, Wilmette Public Schools, District #39, p. 29 of Appendix 8.

A
1992

Some of the important events that preceded the Civil War included the Compromise of 1850, the Seventh of March speech by Daniel Webster, the Kansas-Nebraska Act, the formation of the Republican Party, trouble in Kansas, the Dred Scott Case, the Lincoln-Douglas debates, and the election of Lincoln as President in 1860. As the newly elected President said farewell to Springfield, Illinois, before leaving for Washington, certain people in the south were already thinking of secession from the Union.

Item:

Choose the main idea that comes from the paragraph.

a. The main cause of the Civil War was the election of Lincoln.
*b. There were many events that led to the secession of the south from the Union culminated by the election of Lincoln in 1860.
c. Lincoln left for Washington after being elected President in 1860.

Source: The Free and the Brave, Rand McNally and Co., p. 388-410.

A
1993

The oceans contain valuable minerals and food; they may shortly give us a new supply of drinking water. Oil and gas have been pumped from the ocean floor for many years. Fertilizer is obtained from phosphates in the ocean. Now we learn that we may "mine" the oceans in the future for iron, manganese, copper and nickel. However, equipment will be made to carry out the job. In the future we may see more of our materials for industry coming from the depths of the ocean.

Item: Choose the main idea that comes from the paragraph.

a. Eventually we will have to turn to the oceans for our drinking water.
b. Eventually we will turn to the oceans for minerals.
*c. Now we can make greater use of our waters.

Source: Exploring a Changing World, Globe Book Company, Inc., p. 24.

Maintaining a healthy population has become a greater problem in urban areas than in rural areas. This is because people in urban areas live closely together and contagious diseases, therefore, are more apt to spread. Advances in medicine have helped man bring diseases and their spread under control.

A
1994

Item:

Choose the main idea that comes from the paragraph.

*a. People in rural areas tend to be healthier than those in urban areas.
b. Rural areas have better advances in medicine than those in urban areas.
c. People live closer together in urban areas than they do in rural areas.

Source: Challenges in Our Changing Urban Society, Laidlaw Brothers, p. 93-94.

The "George Washington of South America" is the name given to Simon Bolivar. As a young man, he swore to free his homeland from the rule of Spain. He won his first battle against the Spanish in 1813, but soon thereafter he went to Europe. In France he met Miranda, another revolutionary from Venezuela. Filled with the idea of ridding South America of Spanish rule, he returned and gathered a new army. Crossing the Andes, he surprised the Spanish army and defeated it in Colombia. In 1821 he beat the Spaniards again and freed Venezuela.

A
1995

Item:

Choose the best title for the above paragraph.

a. The Rule of the Spanish in Latin America.
b. Weapons Used in the War of Independence.
*c. The Revolutionary Career of Simon Bolivar.

Source: Exploring A Changing World, Globe Book Company, Inc., p. 36.

Urban renewal projects are helpful when they take into consideration the needs of the people and businesses in the renewal areas. These projects harm slum residents when sufficient replacement housing is not built, when the rents for replacement housing are too high, and when the more basic causes of slums are not uprooted and eliminated.

A
1996

Item:

Choose the main idea that comes from the paragraph.

a. Laws should be passed to aid slum dwellers.
b. Slum dwellers suffer from urban renewal.
*c. Urban renewal projects can be helpful or harmful.

Source: Challenges in Our Changing Urban Society, Laidlaw Brothers, Publishers, p. 171.

Chapter 16 describes the growth of industry in the North in the first half of the nineteenth century. The first labor unions were organized, and the leaders of important reforms made their appearance. Slavery spread in the South, and abolitionists in both the North and the South opposed keeping human beings in bonds. Immigration and the building of railroads in the North helped sharpen differences between northerners and southerners which had already developed.

A
1997

Item:

Choose the main idea that comes from the paragraph.

a. Chapter 16 deals mainly with the opposition to slavery by the Abolitionists.
*b. Chapter 16 deals with differences between living in the North and South.
c. Chapter 16 explains how immigration led to the development of labor unions.

Source: The Free and the Brave, Rand McNally and Co., pp. 344-364.

Americans in 1783 sighed in relief that the fighting of the American Revolution was over. Their energies and emotions had one purpose: winning the war. Yet a huge new effort was required to make the separate states work together in harmony now that there was no longer an enemy to unite Americans.

A
2054

Item:

Which of the following best illustrates the central idea of the above paragraph?

a. An enemy keeps a nation apart.
*b. The new states had to work hard for unity.
c. The war ended in 1783.

Source: The Free and the Brave, Rand McNally and Co., Chapter 11.

Still another hopeful result of the war was a new mobility, or trend toward movement, of the population. All wars tend to make it easier for people to pull up their roots and relocate their homes. Moreover, soldiers shifted from point to point, have opportunities to see unfamiliar places and often decide to settle in them when the fighting is over. The lands west of the Appalachians appeared particularly attractive, offering many possibilities to people who were eager to improve themselves.

A
2081

Item:

What is the main idea of the above reading? Circle the correct answer.

a. The land west of the Appalachian Mountains was a good place to settle.
b. Soldiers often move when a war ends.
c. People like to settle in unfamiliar places.
*d. There was a great deal of mobility after the Revolution.

In 1964 Congress passed a Civil Rights Act settling penalties for any interference with a citizen's right to vote. The law was made even stronger in the Voting Rights Act in 1965. As southern Negroes began to vote in numbers, it seemed possible that what remained of legal discrimination would soon be brought to an end.

A
2082

Item:

Which of the following seems to be the central issue of the above paragraph?

a. How the 1965 law was more powerful than the 1964 law.
*b. How legal discrimination was ended by a series of laws.
c. How penalties are given for breaking civil rights laws.

Source: The American Nation: A History of the United States
Harper and Row, 1966, p. 831.

Yet local customs die hard. In many communities, for example, traveling Negroes mixed with whites in restaurants and bus terminals, but local Negroes meekly kept to themselves, partly out of fear, partly out of embarrassment. Fear also kept many Negroes from appearing before the new federal registrars. "Too many Negroes are not desegregated mentally yet," one Nashville clergyman explained. Much, indeed, remained to be done before true racial equality could be achieved in the United States, but by 1965 the tide was running strongly toward that much desired objective.

A
2083

Item:

Which of the following seems to be the central issue of the above paragraph?

a. Negroes were not often found in restaurants and bus terminals.
*b. It took some time for the Negro to get used to the new freedom he finally had been given.
c. Fear kept the Negroes from the polls.

Source: The American Nation: A History of the United States
Harper & Row, 1966, p. 831.

Directions: Read the following paragraph.

A
2182

Henry Clay was so old that he had to be aided in walking up the steps of the Capitol. Yet the old war hawk wanted to make one more stab at saving the Union. "I beg" he said, "that if the sad event of the breaking of the Union shall happen, I shall not live to see the sad and terrible sight."

Choose the main idea that comes from this paragraph.

Item: Choose the main idea that comes from this paragraph.

a. Clay had to have help in getting into the Capitol.
b. Clay wanted to make one more attempt to save the Union.
*c. The old war hawk hoped to die rather than see the break-up of the Union.

Source: The Free and the Brave, Rand McNally and Co., p. 392.

## SECTION B

## DISTINGUISHING FACT FROM OPINION

Objective: THE CHILD WILL DEMONSTRATE HIS ABILITY TO DISTINGUISH BETWEEN FACT AND OPINION STATEMENTS BY CORRECTLY CATEGORIZING A GIVEN SET OF STATEMENTS.

Directions: Think about each sentence. If it tells a fact, circle the A. If it tells something that is just a matter of how people think about it, circle the B.

Items:

A *B Lincoln was our greatest President. B 1067

A *B John is the most intelligent boy in our class. B 1068

*A B Wood is a solid. B 1069

A *B The most beautiful flowers are roses. B 1070

A *B Sports stories are the best kind. B 1071

*A B All living things need water. B 1072

*A B Andrew Jackson was a President of the United States. B 1073

*A B Paper is made from wood. B 1074

A *B Chocolate ice cream is better than strawberry ice cream. B 1075

A *B Washington never told a lie. B 1076

*A B The United States flag has thirteen stripes. B 1077

*A B Ice is cold. B 1078

A *B Baseball is the most popular sport. B1079

A *B English is the easiest language. B1080

*A B June is a shorter month than May. B1081

A *B Winter is the best season. B1082

A *B Buicks are better cars than Pontiacs. B1083

A *B The Cubs are a better ball team than the Sox. B1084

*A B Boys are better swimmers than girls. B1085

*A B Alaska is the largest state in the U.S. B1086

A *B Hamburgers are better than hot dogs. B1087

*A B Washington, D.C. is the capitol of the U.S. B1088

A *B Blue is a beautiful color. B1089

A *B French is the hardest language to learn. B1090

*A B Triangles have three angles. B1091

A *B Social studies is the most interesting subject. B1092

*A B Red is a primary color. B1093

A *B World Book is really the best encyclopedia. B1094

*A B February is the shortest month of the year. B1095

Directions: Think about each sentence. If it tells a fact, circle the A. If it tells something that is just a matter of how people think about it, circle the B.

Items:

| | | |
|---|---|---|
| A *B | Riding a bus is better than driving a car. | B 1190 |
| A *B | George Washington was an honest man. | B 1191 |
| A *B | Boys should play baseball. | B 1192 |
| *A B | Some girls wear dresses to school. | B 1193 |
| A *B | It is too cold today. | B 1194 |
| A *B | The biggest problem today is pollution. | B 1195 |
| *A B | One way of traveling is by plane. | B 1196 |
| *A B | Europe is one of the seven continents. | B 1197 |
| *A B | There are speed limits posted on most American highways. | B 1198 |
| A *B | Social studies is a hard subject. | B 1199 |
| A *B | Most programs on television are interesting. | B 1200 |
| A *B | Dogs are man's best friend. | B 1201 |
| *A B | Some scientists feel overpopulation is a very serious problem. | B 1202 |
| A *B | Crime is the biggest problem cities have to face. | B 1203 |
| *A B | The countries behind the Iron Curtain have Communist governments. | B 1204 |

*A B There is air pollution in the Chicago area. B 1205

Directions: Think about each sentence. If it tells a fact, circle the A. If it tells something that is just a matter of how people think about it, circle the B.

Item:

A *B King Francis I of France was bold and fun-loving. B 1206

*A B One of the reasons the French came to the New World was for adventure. B 1207

*A B Champlain traveled to the Caribbean and Mexico as well as America. B 1208

A *B The Algonkian Indians were a very friendly tribe. B 1209

A *B The most important reason for French settlements in America was the rich fur trade. B 1210

*A B New France was sparsely populated. B 1211

*A B The Company of New France was organized to trade and colonize in America. B 1212

A *B The French were better colonists than the English. B 1213

Source: "The French Experiment", The Free and the Brave, Rand McNally and Co., pp. 45-53.

Directions: Think about each sentence. If it tells a fact, circle the A. If it tells something that is just a matter of how people think about it, circle the B.

Item:

*A B Some Spanish settlers came to America to find riches and glory for Spain. B 1214

A *B Coronado was a brave and courageous Spanish explorer. B 1215

*A B Mexico was called New Spain. B 1216

*A B Many priests came to America to spread Christianity. B 1217

*A B The Spanish language had an influence on our language. B 1218

A *B From the missionaries the Indians learned better ways of farming. B 1219

Source: "Spain and France Settle the New World", Story of Our Country, Allyn and Bacon, Inc., pp. 47-52.

Directions: Think about each sentence. If it tells a fact, circle the A. If it tells something that is just a matter of how people think about it, circle the B.

Item:

*A B Quebec was originally a French colony on the Mississippi River. B 1220

*A B The French influence is still visible in Louisiana. B 1221

A *B France made a big mistake by not allowing the Huguenots to go to New France. B 1222

A *B Life was very hard for the settlers of New France. B 1223

*A B The fur industry was one way of making a living in New France. B 1224

A *B The biggest problem of the French in America was the scattered population. B 1225

*A B To encourage population growth in Canada, prizes were given to fathers of large families. B 1226

Source: "Spain and France Settle the New World", Story of Our Country, Allyn and Bacon, Inc., pp. 52-56.

Directions: If the statements listed below are facts, circle the A; if the statement can not be readily proved or disproved, circle the B.

Item:

| | | | |
|---|---|---|---|
| *A | B | Mary's hair is red. | B1297 |
| A | *B | Steak is better than chicken. | B1298 |
| *A | B | Labor Day is in September. | B1299 |
| A | *B | The draft is immoral. | B1300 |
| A | *B | Mary wears beautiful clothes. | B1301 |
| A | *B | Mayor Daley is a good mayor. | B1302 |
| A | *B | General Westmoreland did a good job in Viet Nam. | B1303 |
| *A | B | Lincoln was the first Republican president. | B1304 |
| *A | B | Eleven southern states made up the Confederacy. | B1305 |
| A | *B | Meade was a fine general. | B1306 |
| *A | B | Lee was a general of the Confederacy. | B1307 |
| *A | B | From the early centuries of Christianity up until the early 1600's, African kingdoms could be favorably compared with those in Europe. | B1438 |
| *A | B | Ghana was the first great Negro kingdom. | B1439 |
| A | *B | White kings are better than Negro ones. | B1440 |
| *A | B | Timbuktu was the seat of one of the great African universities. | B1441 |
| A | *B | Ghana was replaced by the kingdom of Mali because its people were more religious. | B1442 |
| *A | B | Mali became a key region in the Islamic world in the Middle Ages. | B1443 |

| | | | |
|---|---|---|---|
| A | *B | The Arabs were better warriors than the men of Ghana. | B1444 |
| *A | B | Captured soldiers were sometimes sold into slavery. | B1445 |
| A | *B | Ghana was a more progressive kingdom than Mali or Songhay. | B1446 |
| A | *B | Black history should be taught in a separate Black History Department rather than with other history courses. | B1447 |
| *A | B | Sue and Gary are in the sixth grade. | B1524 |
| A | *B | Water-skiing is fun. | B1525 |
| *A | B | Trains are larger than cars. | B1526 |
| A | *B | Butch is a dog. | B1527 |
| *A | B | Sunday is the first day of the week. | B1528 |
| *A | B | All triangles have three sides. | B1529 |
| *A | B | Some rectangles are squares. | B1530 |
| A | *B | Math is more interesting than Social Studies. | B1531 |
| A | *B | Most schools have good teachers. | B1532 |
| A | *B | The hammer is an important tool. | B1533 |
| A | *B | Red cars are better than blue cars. | B1534 |
| *A | B | Coffee and tea are common drinks. | B1535 |
| A | *B | Frisbees are great toys. | B1536 |
| *A | B | Some animals eat grass. | B1537 |
| *A | B | Some insurance companies perform educational services. | B1538 |
| A | *B | All insurance companies are wealthy. | B1539 |
| *A | B | There are more than 4,800 insurance companies in the United States. | B1540 |
| *A | B | Some people would add insurance as a necessity of life. | B1541 |
| *A | B | Bodily injury liability insurance protects the owner of the auto against claims resulting from injury caused by the car. | B1542 |
| A | *B | Protection against uninsured motorists is always necessary because it protects you against a hit-and-run driver. | B1543 |

| | | | |
|---|---|---|---|
| *A | B | Depreciation must be considered when an insurance claim is made. | B1544 |
| A | *B | All real and personal property depreciate no matter how it is cared for. | B1545 |

Source: Sharing Economic Risks, Unit 5.
General Business, Southwestern Co.

Directions: If the statements listed below are facts, circle "A"; if the statements cannot be readily proved or disproved, circle the "B".

Item:

| | | | |
|---|---|---|---|
| A | *B | It is best to buy a renewal term policy. | B1546 |
| A | *B | $50,000 worth of life insurance is enough for anybody. | B1547 |
| A | *B | Your insurance agent is the best person to contact concerning your needs. | B1548 |
| *A | B | Some people buy endowment policies to insure their children's education. | B1549 |
| *A | B | The younger and healthier a person is the lower his premiums will be. | B1550 |
| A | *B | Straight life policies are better than term policies. | B1551 |
| *A | B | There are more than 250,000 life insurance agents in the United States. | B1552 |
| A | *B | Insurance companies that advertise on TV have higher premiums. | B1553 |

Source: Sharing Economic Risks, Unit 5.
General Business, Southwestern Co.

Directions: For each of the following statements, tell whether it is a fact or an opinion by circling A for fact and B for opinion.

Item:

| | | | |
|---|---|---|---|
| *A | B | Money is a measure of value - not value itself. | B 1634 |
| *A | B | Many strange things have been used as money. | B 1635 |
| *A | B | All our paper money is printed in Washington, D.C. | B 1636 |
| A | *B | Counterfeit money can be detected by everyone with only a small amount of observation. | B 1637 |
| A | *B | People should save more money when its value is low. | B 1638 |
| A | *B | Barter is a better method of exchange than printed money. | B 1639 |
| A | *B | Bad money always drives good money out of circulation. | B 1640 |

Source: Economics of American Living,
General Business, Southwestern Co.

Directions: Think about each sentence. If it tells a fact cross off the A. If it tells something that is just a matter of how people think about it, cross off the B.

Item:

| | | | |
|---|---|---|---|
| A | *B | Strawberries are red. | B 1710 |
| A | *B | Carol sings beautifully. | B 1711 |
| *A | B | Some 8th-graders are going to the 7th grade dance. | B 1712 |
| A | *B | Miss Paterson is a good teacher. | B 1713 |
| *A | B | The trampoline is in the gymnasium. | B 1714 |
| *A | B | There are 800 students in the building. | B 1715 |

| | | | |
|---|---|---|---|
| *A | B | Most Americans go to school. | B 1716 |
| *A | B | My friend flunked out of school. | B 1717 |
| A | *B | My friend lacks "smarts". | B 1718 |
| *A | B | Skiing is a hobby of some people. | B 1719 |
| A | *B | Skiing is a very enjoyable sport. | B 1720 |
| *A | B | Some people are afraid to ski. | B 1721 |
| A | *B | Pollution should be the concern of all people. | B 1722 |
| A | *B | Earth Day was a beneficial day in Evanston. | B 1723 |
| *A | B | Some people believe the drug traffic would decrease if marijuana were legalized. | B 1724 |
| *A | B | Some college students smoke pot. | B 1725 |
| *A | B | Argentina is in South America. | B 1726 |
| A | *B | Caracas is a very lovely city in Venezuela. | B 1727 |
| *A | B | Mexico is a part of Central America. | B 1728 |
| *A | B | Latin America includes Central and South America. | B 1729 |
| *A | B | Coffee is a major crop in Brazil. | B 1730 |
| *A | B | Class distinctions are found in North and South America. | B 1731 |
| A | *B | The Spaniard is a very lazy individual. | B 1732 |
| *A | B | Mexicans take "siestas." | B 1733 |
| A | *B | The only bad country in Latin America is Cuba. | B 1734 |
| *A | B | South America has a lower standard of living than North America. | B 1735 |
| *A | B | During the 1500's and 1600's Europe was torn by religious strife. | B 1736 |
| A | *B | The French were jealous of Great Britain's power in the colonies. | B 1737 |
| *A | B | Champlain made his first voyage to the New World in 1603. | B 1738 |
| *A | B | New France was the name given to the French colonies. | B 1739 |
| A | *B | Marquette, Joliet, and LaSalle were bold Frenchmen. | B 1740 |

*A B From the earliest days, much of the wealth of New France came from the fur trade. B 1741

A *B Fur trading was an exciting and alluring sport for the French. B 1742

Source: "Great Britain Wins New Territory," Rise of the American Nation, Harcourt, Brace and World, Inc., p. 45.

Directions: Some statements deal with matters of fact and are subject to proof or disproof; other statements may be beliefs, opinions, or value judgments and are not subject to effective proof or disproof. If the statements listed below are facts, cross off the A; if the statement can not be readily proved or disproved, cross off the B.

Item:

A *B Mercantilism is a favorable policy to maintain. B 1743

*A B The colonies helped make Great Britain powerful . B 1744

*A B The Navigation Acts restricted all trade within the empire to British ships. B 1745

A *B The major cause for the colonial wars was competition for trade. B 1746

*A B Colonial trade routes included Africa and the West Indies. B 1747

A *B The Molasses Act ruined merchants and businessmen. B 1748

*A B Great Britain did not enforce the Molasses Act. B 1749

A *B Colonial shipbuilders did not build very sturdy ships. B 1750

Source: Rise of the American Nation, Harcourt, Brace and World, Inc., pp. 53-57.

Directions: If the statements listed below are facts, circle the A; if the statement can not be readily proved or disproved, circle the B.

Item:

| | | | |
|---|---|---|---|
| A | *B | The Athenian form of democracy was better than democracy as it exists today in the United States. | B 1834 |
| *A | B | Athena was the symbolic protector of Athens. | B 1835 |
| A | *B | The houses of ancient Athens were very uncomfortable. | B 1836 |
| *A | B | Every citizen of ancient Athens had a seat in the popular Assembly. | B 1837 |
| A | *B | The standard of living in ancient Athens was lower than that in ancient Rome. | B 1838 |
| A | *B | The educational system in Athens was more effective than that which exists in the present day United States. | B 1839 |
| A | *B | The burial customs of ancient Athens were barbaric. | B 1840 |
| *A | B | Actors in the Athenian theater wore masks. | B 1841 |
| A | *B | Athenians were unkind to all their slaves. | B 1842 |
| *A | B | Attica is another name for Athens and the surrounding country. | B 1843 |
| *A | B | Houses in Athens were split up into apartments for the poorer people of Athens. | B 1844 |

Source: The Athenians, Leonard Weisgard ; 7th grade model unit, Man and the Challenge of the City, Wilmette Public Schools, District #39, Appendix I, pp. 15-18.

Directions: If the statements listed below are facts, circle the "A"; if the statement can not be readily proved or disproved, circle the "B".

Item:

| | | | |
|---|---|---|---|
| *A | B | James Baldwin's Letter to My Nephew is an essay. | B 1845 |

| | | | |
|---|---|---|---|
| A | *B | "You were born into a society that spelled out with brutal clarity, and in as many ways as possible, that you were a worthless human being." | B 1846 |
| *A | B | James Baldwin was born in 1924. | B 1847 |
| *A | B | In 1948 he won the Rosenwald Fellowship. | B 1848 |
| A | *B | James Baldwin is the most articulate contemporary spokesman for American blacks. | B 1849 |
| *A | B | Baldwin grew up in Harlem. | B 1850 |
| A | *B | "You must accept them and accept them in love; for these innocent white people have no other hope." | B 1851 |
| *A | B | Baldwin wrote his letter on the one hundredth anniversary of the Emancipation Proclamation. | B 1852 |

Source: The Fire Next Time, James Baldwin, 8th grade model unit, Man and the Challenge of Majority-Minority Relationships, New Trier Township Elementary Districts, Appendix A, pp. 1-3.

Directions: Read the following paragraph carefully.

The rebuilding of torn-up communities was faced first. Norfolk, Virginia, for instance, had been set afire first by the British and then by the patriots so that the British could not use it. New York City had been partially destroyed by two fires, one of which, possibly set to hinder the British, had "reduced to beggary" thousands of townspeople.

If the following statements are facts according to information presented in the paragraph, circle the "A". If the statements are opinions, circle the "B".

Item:

| | | | |
|---|---|---|---|
| *A | B | The patriots burned Norfolk after the British had burned it. | B 2060 |
| A | *B | The burning of New York City hurt the British greatly. | B 2061 |
| A | *B | The rebuilding of torn-up cities is more important than healing the wounded. | B 2062 |
| *A | B | New York City was badly damaged by war. | B 2063 |
| A | *B | The people of New York City suffered much more than the people of Norfolk. | B 2064 |
| A | *B | War is hell. | B 2065 |

Directions: Read the following paragraph carefully.

Many of the personal sorrows of war are the same in every time and place. Those of the War for Independence were no exception. There were new widows, new orphans, and terrifying upsets in people's lives. Few Americans remained unaffected. Many people who had remained Loyalists sadly left the United States in 1783 since they could find no satisfactory place in the new country. They, too, were victims of the war.

If the following statements are facts according to information presented in the paragraph, circle the "A". If the statements are opinions, circle the "B".

Item:

| | | | |
|---|---|---|---|
| A | *B | Many of the personal sorrows of war are the same in every time and place. | B 2066 |
| *A | B | Many men and women were killed during the Revolution. | B 2067 |
| *A | B | Many Loyalists left this country after the war. | B 2068 |
| A | *B | The Loyalists should never have taken the stand they took during the war because they were Americans. | B 2069 |

Directions: Read the following paragraph carefully.

In 1964 Congress passed a Civil Rights Act settling penalties for any interference with a citizen's right to vote. The law was made even stronger in the Voting Rights Act in 1965. As southern Negroes began to vote in numbers, it seemed possible that what remained of legal discrimination would soon be brought to an end.

If the following statements are facts according to information presented in the paragraph, circle the "A". If the statements are opinions, circle the "B".

Item:

| | | | |
|---|---|---|---|
| *A | B | The Civil Rights Act made it illegal to interfere with suffrage. | B 2084 |
| A | *B | It is morally wrong to keep a man from the polls because he is black. | B 2085 |
| A | *B | By 1965 much progress had been made in civil rights. | B 2086 |
| A | *B | A man should not stay away from the polls because of fear. | B 2087 |
| *A | B | Many more Negroes began to vote after 1965. | B 2088 |

Directions: The following are selections from Woodrow Wilson's message to the Senate, August 19, 1914.

Circle A if the statement is a fact. Circle B if the statement is an opinion.

Item:

A *B "The effect of the war upon the United States will depend upon what American citizens say and do." B 2107

A *B "Every man who really loves America will act and speak in the true spirit of neutrality." B 2108

*A B "The people of the United States are drawn from many nations." B 2109

*A B "Some (people) will wish one nation, others another, to succeed in the momentous struggle." B 2110

A *B "The United States must be neutral in fact as well as in name during these days that are to try men's souls." B 2111

Source: Henry Steele Commanger, Documents of American History, Appleton-Century-Crofts, Inc., 1958, p. 276.

Directions: If the statement is a fact, circle the "A". If it is an opinion circle "B".

Item:

*A B The commanding general of the United States troops in Europe was John J. Pershing. B 2145

A *B Following World War I, the leaders of the victorious European countries were keenly jealous of President Wilson's great popularity in Europe. B 2146

A *B The failure of the Senate to ratify the Treaty of Versailles made America's part in the war a mistake. B 2147

| | | | |
|---|---|---|---|
| *A | B | By the spring of 1918, Russia had withdrawn from World War I. | B 2148 |
| A | *B | The immediate cause of World War I was the assassination of Francis Ferdinand. | B 2149 |
| *A | B | On May 28, 1918, the First Division of the United States Army took Cantigny. | B 2150 |
| *A | B | The fighting in the meuse-Argonne offensive involved 1,200,000 combatants. | B 2151 |
| *A | B | The armistice was signed in a railroad car on a siding in the forest of Compiegne on the eleventh hour of the eleventh day of the eleventh month of 1918. | B 2152 |
| A | *B | During World War I Americans did not need persuasive arguments or restrictive laws to secure their loyalty. | B2153 |
| A | *B | Following World War I, Americans were not yet ready to accept the responsibilities of world leadership. | B 2154 |

Directions: Think about each sentence. If it tells a fact, circle the "A". If it tells something that is just a matter of how people think about it, circle the "B".

Item:

| | | | |
|---|---|---|---|
| A | *B | India's caste system should be done away with at once. | B 2350 |
| *A | B | India is made up mainly of small villages. | B 2351 |
| A | *B | It would be much better for an Indian to live independently from his family and caste as in the American way of life. | B 2352 |
| A | *B | Everyone in India should move away from the village to a large town where he could live a freer life. | B 2353 |
| *A | B | Life in an Indian village is closely connected to farming. | B 2354 |
| *A | B | The system of arranged marriages still exists in some areas of India. | B 2355 |

*A B Eighty percent of the Indian people are Hindus. B2356

A *B Indians should have the choice of whom they marry rather than having arranged marriages. B2357

A *B The most important problem in India is overpopulation. B2358

Source: The Story of India, 1965, 7th Grade.

## SECTION C

## DETERMINING DIFFICULTY OF PROOF

Objective: THE STUDENT WILL DEMONSTRATE HIS UNDERSTANDING OF THE IMPORTANCE OF FACTS AND OPINIONS BY SELECTING STATEMENTS MOST DIFFICULT TO PROVE.

Directions: In each of the following questions there is one of the four items which would be most difficult to prove. Circle the letter of the correct item.

Item:

Which of the following would be most difficult to prove true or false? C1118

a. The Tweed Ring was a notorious example of political corruption.
b. At one time the dividends of the Credit Mobilier ran as high as 350 per cent.
c. Grant's administration was known for its corruption.
*d. Graft in New York City never was on such a large scale as during Tweed's leadership.

Which of the following would be most difficult to prove true or false? C1119

a. The Republican party came into national power in 1861.
*b. The strength of the Republican party came from the members' devotion to the idea of the United States as a nation rather than as a federation of states.
c. The Grand Army of the Republic supported the Republican Party.
d. The Middle West provided many presidential candidates for the Republican Party.

Which of the following would be most difficult to prove true or false? C 1120

a. In four of the eight presidential elections between 1868 and 1896, the difference in popular vote was less than 1 per cent of the total ballot.
b. Grover Cleveland was elected President in 1892.
*c. During the Civil War most northern Democrats had supported the Union.
d. In 1874 the Democrats wiped out a two-thirds Republican majority.

Which of the following would be most difficult to prove true or false? C 1121

*a. The Democratic party was more difficult to hold together than the Republican party.
b. In the presidential election of 1880 the popular vote margin between candidates was 9,564 votes.
c. Congress passed the Pendleton Act in 1883.
d. Grover Cleveland was elected President for two non-consecutive terms.

Which of the following would be most difficult to prove true or false? C 1122

*a. Cleveland entered office ignorant of most national questions, but no President ever put in more study to determine what course to follow.
b. Cleveland disapproved so many private pension bills that his vetoes totaled more than those of all previous Presidents.
c. Cleveland disapproved so strongly of the existing tariff system that he devoted his entire 1887 congressional message to the topic.
d. Cleveland's effort to lower the tariff utterly failed.

Which of the following would be most difficult to prove true or false? C 1123

a. By winning electoral votes in the election of 1892, the Populist party was the first third party to win electoral votes since 1860.
*b. The McKinley Tariff of 1890 actually kept some foreign products out of the country entirely.
c. Demands of the Populist party included free silver, more paper money, cheaper credit and government ownership of railroads.
d. In the South, sympathy with Populist's aims was widespread, but there was fear that the new party might divide the Democratic vote and let the Republicans back into power.

Source: Bragdon, Henry and McCutchen, Samuel
History of a Free People, New York,
MacMillan, 1967, pp. 447-459.

Directions: In each of the following questions there is one of the four items which would be most difficult to prove. Circle the letter of the correct item.

Item:

Which of the following would be most difficult to prove true or false? C 1227

a. King Francis I was crowned in 1515.
b. Codfish was an important food product of Newfoundland.
*c. Jacques Cartier was a great French explorer.
d. Hochelaga was an Indian village on the St. Lawrence River.

Which of the following would be most difficult to prove? C 1228

a. Champlain's first expedition to Canada was in 1603.
b. Champlain led an expedition in search of the "Western Sea".
c. Men known as voyagers traveled far in search of furs.
*d. The severe winter of 1604 caused the failure of one of the first French colonies.

Which of the following would be most difficult to prove? C 1229

a. Brulè was sent to live among and learn from the Indians.
b. Jean Nicolet made an important expedition to Lake Michigan and the Fox River.
*c. Cardinal Richelieu was correct in saying, "No land is so well situated as France to be mistress of the seas."
d. The Company of New France was also known as the Company of One Hundred Associates.

Which of the following would be most difficult to prove? C 1230

a. The Company of New France granted land to attract nobles to America.
*b. The French established good relations with the Indians.
c. May Day was a festival day in New France.
d. Some young ladies were sent to New France to be brides of the settlers.

Which of the following is most difficult to prove? C 1231

a. Father Marquette and Louis Joliet were two French explorers.
b. Not all the men who explored with LaSalle were Frenchmen.
c. There was a good market for beaver fur in Europe.
*d. The influence the French had on North America will always be felt.

Which of the following would be most difficult to prove? C 1232

*a. The French are to blame for the lack of beavers today.
b. Father Marquette entrusted a letter about his expedition to some Indians.
c. French architecture and language can be observed in Quebec today.
d. LaSalle was killed in 1687.

Source: "The French Experiment", The Free and the Brave, Rand McNally and Co., pp. 45-59.

Directions: In each of the following questions there is one of the four items which would be most difficult to prove. Circle the letter of the correct item.

Item:

Which of the following would be most difficult to prove true or false? C 1233

a. The Second Continental Congress met in May, 1775.
b. George Washington was elected commander-in-chief of the Continental army.
*c. There was no alternative for gaining freedom except war with England.
d. The first battle of the American Revolution was the Battle of Bunker Hill.

Which of the following would be most difficult to prove true or false? C 1234

*a. If we had not won the Revolution, America would still be an English colony.
b. Washington did not like having Negro soldiers in the Continental army.
c. Black soldiers served at Lexington and Concord.
d. Loyalists were those colonists who supported the policies of England.

Which of the following would be most difficult to prove true or false? C 1235

a. Paine's pamphlet, Common Sense, stated arguments for American independence.
b. Thomas Jefferson was on the committee to form the Declaration of Independence.
c. July 4th is known as Independence Day in the United States.
*d. America became free because of men like George Washington.

Which of the following would be most difficult to prove true or false? C 1236

a. General Howe's landing on Staten Island caused concern among many colonists.
b. The British hired German troops to fight in America.
*c. The Hessians, as the Germans were called, were largely drunkards.
d. Washington crossed the Delaware while the Hessians were sleeping off the effects of their Christian celebration.

Which of the following would be most difficult to prove true or false? C 1237

*a. Benedict Arnold had always wanted to undermine the American efforts.
b. One of the problems the soldiers faced in 1777 was lack of food.
c. Franklin was a diplomat as well as an inventor.
d. The Spanish king encouraged the independence of the colonies.

Source: "Forging the American Revolution",
The Free and the Brave, Rand McNally and Co.,
pp. 191-205.

Directions: In each of the following ten questions there is one of the four items which would be more difficult to prove than the other three. Cross off the number of the correct item.

Item:

a *b c d — Which of the following would be most difficult to prove true or false? (a) The Hapsburg family ruled in Austria-Hungary. (b) The assassination of the Austrian Crown Prince was the cause of World War I. (c) Germany declared war on Russia. (d) Great Britain sent troops to Belgium's aid. — C 1308

*a b c d — Which of the following would be most difficult to prove true or false? (a) Woodrow Wilson was a better college president than President of the U. S. (b) Wilson advised the American people that the U. S. must remain neutral. (c) Because of the protests of Wilson the Germans pledged not to sink passenger liners without giving warning. (d) The Zimmerman Message was sent to the German minister in Mexico City. — C 1309

a b *c d — Which of the following would be most difficult to prove true or false? (a) America's productive power helped win the war. (b) The Russian Czar was overthrown in 1917. (c) Germany was more to blame for causing the war than any other country. (d) The League of Nations was provided for in the Treaty of Versailles. — C 1310

*a b c d — Which of the following would be most difficult to prove true or false? (a) Clemenceau had a greater grasp of the war aims than Lloyd George. (b) The war on the ground was fought primarily as one of trench warfare. (c) Russia signed a separate peace treaty with Germany. (d) There were 124 Americans drowned among the eleven hundred casualties from the Lusitania. — C 1311

| | | |
|---|---|---|
| a b c *d | Which of the following would be most difficult to prove true or false? (a) The U. S. did not sign the Versailles Treaty. (b) President Wilson wanted a peace without victory. (c) Congress and President Wilson did not agree on the League of Nations. (d) If the U. S. had joined the League World War II could have been avoided. | C 1312 |
| a b *c d | Which of the following would be most difficult to prove true or false? (a) Lloyd George opposed Wilson's plan for freedom of the seas. (b) The Allied leaders made a peace treaty that was opposed to many views held by Wilson. (c) The Allied armies should have remained in Germany to keep the peace. (d) Senator Borah opposed Wilson regarding the League of Nations. | C 1313 |
| a *b c d | Which of the following would be the most difficult to prove true or false? (a) German submarines contributed much to her naval power. (b) General Pershing was a better military leader than Marshal Foch. (c) The American army did not do much fighting until 1918. (d) This was the first war to use airplanes as a fighting force. | C 1314 |
| *a b c d | Which of the following would be most difficult to prove true or false? (a) Patriotism declined in America after World War I . (b) There were many factory closings immediately after the war . (c) Prohibition (alcoholic liquor) became a new amendment while the boys were in Europe. (d) Inflation took much of the workers' pay. | C 1315 |
| a b c *d | Which of the following would be the most difficult to prove true or false? (a) The U. S. had more men under arms in World War I than in any other war up to that time. (b) We lost a great part of our merchant fleet during the war. (c) The British blockade of German ports was very effective. (d) Germany would have likely won the war if she had twice the number of submarines and other naval vessels she originally started with. | C 1316 |

| | | |
|---|---|---|
| a *b c d | Which of the following would be the most difficult to prove true or false? (a) The collapse of Russia enabled Germany to increase her military strength on the western front. (b) The American soldier was a better fighting man than the French. (c) During May and June of 1918 more than 500,000 American soldiers were sent to Europe. (d) The greatest use of American troops, as a fighting force, was in the Meuse-Argonne offensive. | C 1317 |
| a b *c d | Which of the following would be most difficult to prove true or false? (a) Women were given the right to vote by the passage of the 19th Amendment. (b) The first radio station was KDKA, Pittsburgh. (c) Warren G. Harding proved to be a better president than Woodrow Wilson. (d) In 1921 Iowa passed a law permitting adults to purchase cigarettes. | C 1318 |
| a b *c d | Which of the following would be most difficult to prove true or false? (a) Passenger car registration reached 8,225,859 in 1920. (b) Daily radio broadcasting started in New York City in 1922. (c) Jack Dempsey was a better boxer than Gene Tunney. (d) "Yes, We Have No Bananas" was a popular song in 1923. | C 1319 |
| *a b c d | Which of the following would be most difficult to prove true or false? (a) Business would be better without labor unions. (b) Regular air mail service between the east and west coasts started in 1924. (c) Calvin Coolidge was elected President in 1924. (d) Florida experienced a land boom in 1925, and the value of land rose sharply. | C 1320 |
| a b c *d | Which of the following would be most difficult to prove true or false? (a) The unveiling of Ford's Model A in major cities caused large crowds to gather. (b) The first sound movie, "The Jazz Singer," was a big hit. (c) Contract bridge was introduced in 1926. (d) Rudolph Valentino was a better actor than John Wayne. | C 1321 |

a *b c d

Which of the following would be most difficult to prove true or false? (a) Red Grange was one of the great football stars from the University of Illinois. (b) John T. Scopes, a biology teacher, violating a state law by teaching Darwin's theory of evolution, should have been jailed instead of being fined $100. (c) Lindberg was the first to fly the Atlantic in a solo flight. (d) Babe Ruth hit 60 home runs in 1927.

C 1322

a *b c d

Which of the following would be most difficult to prove true or false? (a) Stock prices rose to new levels in 1928; AT & T sold for $179 a share. (b) Al Smith would have made a better president than Herbert Hoover. (c) About 500 murders were committed in Chicago in the ten years before 1930. (d) AT & T sold for $304 a share in September of 1929.

C 1323

a b c *d

Which of the following would be most difficult to prove true or false? (a) Al Capone was a gang leader in Chicago during the 1920's. (b) Many banks closed for a period during the depression years of the 1930's. (c) The WPA was established to employ jobless people. (d) Herbert Hoover and the Republicans were responsible for the depression.

C 1324

a b *c d

Which of the following would be the most difficult to prove true or false? (a) FDR's program was called the New Deal. (b) The Social Security Act provided for unemployment and old-age insurance. (c) The Democrats had better plans and better programs than the Republicans in handling the depression. (d) The TVA was created to develop both the social and economic well-being of the Tennessee Valley region.

C 1325

*a b c d

Which of the following would be most difficult to prove true or false? (a) The Wall Street bankers and big money interests caused the stock market crash of 1929. (b) John Steinbeck wrote about the depression in his popular book, The Grapes of Wrath. (c) In depression days, makeshift shacks that sprang up on the outskirts of cities were called "Hoovervilles". (d) The word "Okie", meaning a migrant agricultural worker, especially one from Oklahoma, was a popular expression used to describe "down-and-outers". C 1326

a *b c d

Which of the following would be most difficult to prove true or false? (a) The Gross National Product in 1933 was 56 billion dollars, in 1940 the GNP was 100.6 billion. (b) The New Deal was an experiment in national socialism. (c) Employment rose from 38.9 million people in 1932 to 47.5 million in 1940. (d) FDR, on the radio in 1932, gave his famous "Forgotten Man" speech. C 1327

*a b c d

Which of the following would be the most difficult to prove true or false? (a) It was necessary to have a group like the abolitionists in order to bring about the end of slavery. (b) Lincoln was the Republican party's first presidential candidate. (c) Uncle Tom's Cabin was published in 1852. (d) Kentucky, although a slave state, never seceded from the Union. C 1328

a b c *d

Which of the following would be the most difficult to prove true or false? (a) At the beginning of the Civil War the North had a very well-developed factory system. (b) The North was financially much better off than the South. (c) During the war there were slaves in some of the so-called northern states. (d) White men are intellectually superior to the Negro. C 1329

| | | |
|---|---|---|
| a b *c d | Which of the following would be the most difficult to prove true or false? (a) The North Central section of the U. S. had the greatest population growth between 1850 and 1860. (b) At the time of the Civil War corn was the big money crop in the North. (c) The slavery issue could be solved by sending the Negroes back to Africa. (d) Among other things the Compromise of 1850 allowed "popular sovereignty". | C 1330 |
| a *b c d | Which of the following would be the most difficult to prove true or false? (a) Between 1700 and 1860 there were at least 100 slave revolts. (b) Negroes were morally and religiously right in turning against their masters. (b) Nat Turner was the leader of one of the most famous slave revolts. (d) The Slave Codes in the South were strengthened in the years prior to the Civil War. | C 1331 |
| a *b c d | Which of the following would be the most difficult to prove true or false? (a) The Kansas-Nebraska Act led antislavery forces to form the Republican party. (b) If Lincoln, or another nominee of the Republican party, had been defeated in 1860 the Civil War would have never happened. (c) Steven A. Douglas defeated Lincoln in the senatorial race of 1858. (d) The Constitutional Union party nominated John Bell for president in 1860. | C 1332 |
| *a b c d | Which of the following would be the most difficult to prove true or false? (a) Slavery was not the cruel, inhuman institution that many Northerners claimed. (b) Lincoln issued his Emancipation Proclamation in September of 1862. (c) Two battles were fought at Bull Run. (d) One of Lincoln's problems was to find a winning general. | C 1333 |

| | | |
|---|---|---|
| a b c *d | Which of the following would be most difficult to prove true or false? (a) The Union army lost about 23,000 men at Gettysburg. (b) The Thirteenth Amendment freed the slaves. (c) Andrew Johnson was Lincoln's running mate in the 1864 election. (d) The radical Republicans were responsible for forcing the southern states into the Democratic party. | C 1334 |
| a b *c d | Which of the following would be the most difficult to prove true or false? (a) Lincoln was assassinated just a few days after the end of the war. (b) The South was divided into five military districts to administer the government during Reconstruction. (c) The Negro is no better off today than when he was a slave. (d) Johnson was impeached in 1868. | C 1335 |
| a *b c d | Which of the following would be the most difficult to prove true or false? (a) Many southern Negroes served in the Union army. (b) The presidential plan of reconstruction was superior to that of Congress. (c) The Fifteenth Amendment gave the Negro the right to vote. (d) Congressional reconstruction was completed in the South in 1877. | C 1336 |
| *a b c d | Which of the following would be the most difficult to prove true or false? (a) Grant was superior to Lee as a military commander. (b) Lee became the president of a college after the Civil War. (c) The Civil War lasted four years. (d) The Ku Klux Klan was a secret group that was organized to frighten Negroes and keep them from voting. | C 1337 |

Directions: In each of the following ten questions there is one of the four items which would be more difficult to prove than the other three. Circle the letter of the correct answer.

Item:

| | | |
|---|---|---|
| a b c *d | Which of the following would be more difficult to prove true or false? (a) It has been estimated that teenagers spend billions of dollars. (b) Illinois has one of the highest sales tax rates in the country. (c) Government services are available to all taxpayers. (d) The Internal Revenue Service employs many insensitive people. | C 1554 |
| a *b c d | Which of the following would be more difficult to prove true or false? (a) Loan companies make profits by lending money. (b) People should always read the daily ads before they buy anything. (c) Buying on credit is convenient when orders are placed by telephone. (d) People who write a lot of checks usually have a regular checking account. | C 1555 |
| a *b c d | Which of the following would be more difficult to prove true or false? (a) Banks provide vaults for valuables. (b) Many people should not have credit cards. (c) State taxes are used for schools. (d) Playground equipment should be paid for by taxes. | C 1556 |
| a b c *d | Which of the following would be more difficult to prove true or false? (a) Insurance companies control much of our country's wealth. (b) Government bonds pay a lower rate of interest than most corporation bonds. (c) Cancelled checks are a form of a receipt. (d) Most people today have too little insurance coverage. | C 1557 |

a *b c d

Which of the following would be more difficult to prove true or false? (a) A severe illness could ruin a person without hospitalization insurance. (b) Most people do not know what their policies cover. (c) Insurance companies invest huge sums of money. (d) State financial responsibility laws require liability insurance.

C 1558

a *b c d

Which of the following would be more difficult to prove true or false? (a) Most drivers over 25 are better drivers than those younger. (b) Investing in stocks is the best way to make money rapidly. (c) A stockholder is a part owner of a business. (d) The United States offers insurance to its citizens through programs like Medicare.

C 1559

a *b c d

Which of the following would be more difficult to prove true or false? (a) A budget is of little value without records. (b) Federal programs for education are not adequate. (c) Most life insurance policies build up cash surrender values. (d) Insurance may be obtained for many kinds of risks.

C 1560

a *b c d

Which of the following would be more difficult to prove true or false? (a) The maturity date of a note is when it is due. (b) Credit customers usually get better service than cash customers. (c) One should use care in accepting and cashing checks. (d) Deposits in most banks are insured.

C 1561

*a b c d

Which of the following would be more difficult to prove true or false? (a) The Great Depression left many people with a distrust of banks. (b) An appraisal is necessary for adequate protection against fire. (c) The FDIC is supported entirely by member banks. (d) Our government prevents unfair competition.

C 1562

| | | |
|---|---|---|
| a b *c d | Which of the following would be more difficult to prove true or false? (a) Our government regulates public utilities. (b) Life insurance premiums depend on the age of the one being insured. (c) Economic risks can be decreased but not removed. (d) Certified checks are always guaranteed by the bank. | C 1563 |

Source: General Business, Southwestern Co.

Directions: In each of the following questions there is one of the three items which would be more difficult to prove than the other two. Circle the letter of the correct answer.

Item:

| | | |
|---|---|---|
| a b *c | Which of the following would be most difficult to prove true or false? (a) The capacity of the soil to support plant life is called fertility. (b) 1957 was the International Geophysical Year. (c) Countries located on ocean trade routes are likely to become greater powers than inland countries. | C 1564 |
| a *b c | Which of the following would be most difficult to prove true or false? (a) Antarctica is larger than Europe. (b) Poor people in wealthy areas of the world have only themselves to blame. (c) Landforms undergo continual change. | C 1565 |
| a *b c | Which of the following would be most difficult to prove true or false? (a) Physical barriers tended to confine people into concentrated areas. (b) People will soon inhabit all inhabitable areas of the earth. (c) The arts of navigation have progressed during the past 400 years. | C 1566 |

*a b c — Which of the following would be most difficult to prove true or false? (a) Man's attempt to improve his surroundings has resulted in only destruction and pollution. (b) South America has mountains to the east and west of an interior plain. (c) David Livingstone discovered Victoria Falls in 1855. — C 1567

a *b c — Which of the following would be most difficult to prove true or false? (a) The Pyrenees Mountains are in Spain. (b) The many wars of Europe have interfered with its advancement. (c) A resource is something men consider useful. — C 1568

a b *c — Which of the following would be most difficult to prove true or false? (a) Gullies and ravines are minor landforms. (b) Australia is approximately the same size as the United States. (c) Depositional landforms are more important to people than erosional landforms. — C 1569

Source: Man's World—A Physical Geography, Scholastic Book Services.

Directions: In each of the following six questions there is one of the four items which would be more difficult to prove than the other three. Circle the letter of the correct answer.

Item:

a *b c d — Which of the following would be most difficult to prove true or false? (a) By the 1760's there were more than 2,000,000 people in all the British colonies along the Atlantic seaboard. (b) The early colonists were relieved to escape from the restrictions of the mother country. (c) Ancestry of the colonists was traced to Great Britain, France, Spain, and Africa. (d) Throughout the colonies the majority of the people lived in rural areas. — C 1751 a b *c d Which of the following would be most difficult to prove true or false? (a) The large plantation was a complete economic unit. (b) Washington's estate was in Mount Vernon, Virginia. (c) The plantation owners led a luxurious way of life. (d) Foods and clothing were secured from the land. C1752

a b *c d Which of the following would be most difficult to prove true or false? (a) By the 1750's, with a population of 20,000, Philadelphia was the largest city in the British colonies in America. (b) Charleston, South Carolina, and Baltimore, Maryland, were the only towns of considerable size south of Pennsylvania. (c) Merchants were the most influential citizens in all of the large northern towns. (d) Merchants drew much of their wealth from trade and from buying and selling land. C1753

a *b c d Which of the following would be most difficult to prove true or false? (a) Like the wealthy southern planters, the wealthy townspeople imported much of their furniture and household equipment from England. (b) Townspeople enjoyed card playing, horse racing, and the theater. (c) Boston maintained strict Puritanical ideas. (d) Household servants usually lived in simply furnished rooms over the family quarters. C1754

a b *c d Which of the following would be most difficult to prove true or false? (a) The streets in Philadelphia run neatly north and south, east and west. (b) Wealthy Philadelphia residents lived in red brick and white stone houses surrounded by gardens and lawns. (c) The town crier introduced news with "Hear ye, hear ye". (d) Farmers brought their produce into the city to display and sell. C1755 a *b c d Which of the following would be most difficult to prove true or false? (a) Sock Street, in Philadelphia, runs parallel with the Delaware River. (b) Indentured servants, or redemptioners, stood on docks looking bewildered and unhappy. (c) Wealthy colonists were distinguished by their dress and self-assurance. (d) Water fronts were generally busy areas. C1756

Source: Rise of the American Nation, Harcourt, Brace and World, Inc., pp. 59-67.

Directions: In each of the following six questions there is one of the four items which would be most difficult to prove. Circle the letter of the correct answer.

Item:

a b c *d Which of the following would be most difficult to prove true or false? (a) The section of Philadelphia known as Germantown was filled with settlers from Germany. (b) A melting pot was in existence in colonial America. (c) Samuel Johnson was a famous English dictionary maker. (d) Colonists tried to work together to solve their problems. C1757

a b *c d Which of the following would be most difficult to prove true or false? (a) Benjamin Franklin's newspaper was named the Pennsylvania Gazette. (b) Philadelphia was one of the first cities in the world to have a public library. (c) Colonists had a special pride in their cities. (d) Many colonists moved west. C1758

a b c *d Which of the following would be most difficult to prove true true or false? (a) More than 90% of all colonists lived in the country. (b) A typical farming village consisted of a church or meeting house, a school, and several shops. (c) Newly married couples often became pioneers and moved farther inland where land was cheaper. (d) The procession of westward families invariably included a scrawny cow. C1759

| | | |
|---|---|---|
| a b c *d | Which of the following would be most difficult to prove true or false? (a) Many of the settlers lived first in caves along the river banks or in shallow pits roofed with branches and covered with sod to keep out the rain. (b) Frequently newcomers put up three-sided log shelters with the open side facing away from the prevailing winds. (c) The log cabin was introduced into the colonies by Swedish settlers. (d) Pioneers felt little need to light the cabins at night. | C 1760 |
| a *b c d | Which of the following would be most difficult to prove true or false? (a) Most pioneer farmers lived a harsh existence. (b) Pioneers were individualists. (c) Some pioneer farmers of British descent thought of themselves as British. (d) The pioneer's ax was a dozen tools in one. | C 1761 |
| a b c *d | Which of the following would be most difficult to prove true or false? (a) The meager equipment of a frontiersman consisted of a hunting knife, a long rifle, powder, and shot. (b) For clothing they shed their European dress in favor of coonskin caps, buckskin shirts and trousers, and moccasins of deerskin. (c) From the Indians the frontiersman learned such words and phrases as pow wow and peace pipe. (d) Frontier life was a wonderful process of mixing many people with different backgrounds into a new, independent kind of person. | C 1762 |

Source: Rise of the American Nation, Harcourt, Brace and World, Inc., pp. 68-73.

Directions: In each of the following six questions there is one of the four items which would be more difficult to prove than the other three. Circle the letter of the correct answer.

Item:

a *b c d Which of the following would be most difficult to prove true or false? (a) Thomas Jefferson was born in 1743 in Virginia. (b) The year 1763 was one of the proudest in Great Britain's history. (c) The British fought four costly wars between 1689 and 1763. (d) The Seven Years War left Great Britain heavily in debt. C1815

a b c *d Which of the following would be most difficult to prove true or false? (a) Pontiac's Conspiracy began in 1763 under the chief of the Ottawa Indians, Pontiac. (b) Two problems facing the British government in 1763 were war debts and defense costs and the question of ownership of the western land in America. (c) George III was king from 1760 to 1820. (d) The British government knew what was best for their New World colonies. C1816

a b c *d Which of the following would be most difficult to prove true or false? (a) In 1763, the British government began to adopt a series of measures designed to put its empire on solid footing. (b) All of the British efforts to reform colonial administration were met with strenuous opposition from the colonists. (c) The Proclamation of 1763 states all lands west of the Appalachian Mountains in the area formally claimed by France now belonged to the British crown. (d) The colonists did not want to drive the Indians completely out of their own territory. C1817 a b *c d Which of the following would be most difficult to prove true or false? (a) The English were heavily taxed in supporting Great Britain's colonies. (b) Parliament hoped the Sugar Act would benefit the sugar planters in the British West Indies. (c) The colonists' decision to smuggle in molasses was morally sound. (d) The Molasses Act was enacted in 1733. C 1818

a *b c d Which of the following would be most difficult to prove true or false? (a) Parliament adopted a Stamp Act in 1765. (b) The Stamp Act was unfair and unjust. (c) Colonists called indirect taxes duties. (d) The stamp tax was a direct tax. C 1819

a b *c d Which of the following would be most difficult to prove true or false? (a) Colonists thought taxes levied by Great Britain were illegal. (b) The Stamp Act Congress met in 1765. (c) Sons of Liberty were sons of free men. (d) Citizens involved in the Stamp Act Congress agreed not to buy British goods. C 1820

Source: Rise of the American Nation, Harcourt, Brace and World, Inc., pp. 91-100.

Directions: In each of the following questions there is one of the four items which would be more difficult to prove than the other three. Circle the letter of the correct answer.

Item:

a *b c d Which of the following would be most difficult to prove true or false? (a) The median income for the United States in 1955 was $3,926 for employed white males. (b) Welfare costs cause inflation. (c) The median income for nonwhites in the United States is lower than that for whites. (d) There is a difference in life expectancy between whites and nonwhites. C 1853

Source: Modern Society, Bresang and Bresang, Prentice Hall, from the 8th grade model unit, Man and the Challenge of Majority-Minority Relationships, New Trier Township Elementary Districts, Appendix H, p.30.

| | | |
|---|---|---|
| a *b c d | Which of the following would be most difficult to prove true or false? (a) Prejudice means, literally, "prejudgment. (b) Redheads usually have bad tempers. (c) Some fat men are jolly. (d) "The thrifty Scot" is a stereotype. | C 1854 |
| a b *c d | Which of the following would be most difficult to prove true or false? (a) Economic costs of discrimination can fall heavily on the majority as well as the minority against which the discrimination is practiced. (b) The median income in the South in 1955 for males was lower than the nation wide median. (c) Prejudice and discrimination are naturally part of the human character. (d) Prejudice may have been a cause of the Detroit riots. | C 1855 |
| a b *c d | Which of the following would be most difficult to prove true or false? (a) In the village of TERRA, there are 100 people. (b) There is much racial discrimination in TERRA. (c) Resolution of the conflicts in TERRA is unnecessary. (d) There is an unequal distribution of wealth in TERRA. | C 1856 |
| a b c *d | Which of the following would be most difficult to prove true or false? (a) The Kansas-Nebraska Act was passed in 1854. (b) Antislavery forces opposed the Kansas-Nebraska Act. (c) Dred Scott claimed that residence in a free state ended his slave status. (d) The Dred Scott decision had grave effects on the entire United States. | C 1857 |
| *a b c d | Which of the following would be most difficult to prove true or false? (a) Legal suits are the best way for blacks to realize their equal rights. (b) Some Panamanians have "racist" prejudice toward West Indian immigrants. (c) The blacks are not the only minority group against which discrimination is practiced. (d) Hitler aroused hatred against the Jews in Germany. | C 1858 |

a *b c d Which of the following would be most difficult to prove true or false? (a) Racial differences are the result of mutation and selection within a species. (b) Racial differences are not important. (c) Racial differences have no relation to the mental or emotional make-up of an individual. (d) Racial differences can cause social disunity. C 1859

a *b c d Which of the following would be most difficult to prove true or false? (a) In 1984 the names of politically dangerous men were taken out of the history books. (b) The cruelest ordeal of the American Indians occurred during the administration of Andrew Jackson. (c) Until quite recently historians treated Indians as an obstacle to civilization. (d) In the 1870's an alliance of tribes under Little Turtle defeated two armies under Josiah Harmer. C 1860

a *b c d Which of the following would be most difficult to prove true or false? (a) Some textbooks condemn the Indian to a status of intellectual inferiority. (b) American culture owes very little to the Indian. (c) North American Indians mined and worked copper and lead. (d) Andrew Jackson encouraged Georgia to violate treaties with the Indians and to defy the Supreme Court. C 1861

Source: From the 8th grade model unit, *Man and the Challenge of Majority-Minority Relationships*, New Trier Township Elementary Districts, Appendices.

## SECTION D

## DISTINGUISHING BETWEEN BIASED AND NON-BIASED SOURCES

Objective: THE STUDENT WILL BE ABLE TO IDENTIFY AND DISTINGUISH BETWEEN A BIASED AND UNBIASED SOURCE OF INFORMATION BY IDENTIFYING SEVERAL EXAMPLES OF EACH.

Directions: For each of the following items, decide whether or not the source of information is biased. Circle "A" if the source is not biased, and "B" if it is.

Item:

| | | | |
|---|---|---|---|
| *A | B | Photograph of the Democratic Convention. | D 1506 |
| A | *B | An account of what happened at the Convention. | D 1507 |
| A | *B | A book on the causes for disturbances of the Convention. | D 1508 |
| A | *B | A report on the "Kent State" issue. | D 1509 |
| A | *B | Speech on why you shouldn't use drugs. | D 1510 |
| *A | B | Filmstrip showing the Lincoln Memorial. | D 1511 |
| A | *B | Book written on the Lewis and Clark expedition. | D 1512 |
| *A | B | Pictures taken after the crime. | D 1513 |
| A | *B | Notes taken of the account of witnesses to the accident. | D 1514 |
| A | *B | Report on causes of air pollution. | D 1515 |
| *A | B | Evidence of results of water pollution. | D 1516 |
| *A | B | Filmstrip of Art. | D 1517 |

Directions: Using the following criteria, identify a list of sources of information as being either examples of objective writing or editorial writing. Circle the "O" for objective writing and the "E" for editorial writing.

CRITERIA

| Editorial Writing | Objective Writing |
|---|---|
| 1. The writer attempts to change opinions. | 1. The writer attempts to take no particular side while writing about a problem. |
| 2. The writer takes a specific point of view. | 2. The writer attempts to state all possible facts and solutions pertaining to a problem. |

Item:

| | | | |
|---|---|---|---|
| O | *E | Diary of Samuel Gompers | D2403 |
| O | *E | Article written by Andrew Carnegie | D2404 |
| *O | E | A visitor from another planet writing about what he sees | D2405 |
| *O | E | The court reporter's record of a court case | D2406 |
| O | *E | A Republican newspaper report about the defeat of a Republican candidate | D2407 |
| O | *E | An anarchist's view of the Haymarket riot | D2408 |
| *O | E | The report of a government mediator about the truck strike | D2409 |

Source: Self

## SECTION E

## DETECTING BIAS

Objective: THE CHILD WILL EVIDENCE HIS ABILITY TO DETECT BIAS BY IDENTIFYING THE MOST LIKELY VIEWPOINTS OF GIVEN PERSONS TOWARD A GIVEN SITUATION EXPERIENCED IN THE ARTICLE.

Direction: Read the following paragraph.

As the Depression developed, many people began to pull their savings out of banks. The banks had loaned some of this money to individuals and corporations. They were forced to call in debts. But most debtors could not meet their obligations to the banks. Consequently the banks could not meet their obligations. Many banks closed. People who had deposited money in these banks lost their savings.

Circle the letter of the correct answer.

Item:

Which one of the following ideas would a director of a bank most likely agree with? E 1370

a. Many depositors withdrew their savings from banks as the Depression developed.
*b. Most loan departments in banks overextended themselves.
c. Many corporations and individuals were in a financial bind.
d. Many people lost their savings in banks that failed.

Source: "Steps in the Development of the Depression", Discovering American History, Holt, Rinehart and Winston, p. 681.

Directions: Read the following paragraph.

. . . The man who starts out simply with the idea of getting rich won't succeed; you must have a larger ambition. There is no mystery in business success. The great industrial leaders have told again and again the plain and obvious fact that there can be no permanent success without fair dealing that leads to widespread confidence in the man himself, and that is the real capital we all prize and work for. . . .

Item:

Which one of the following ideas would a competitor, driven out of business by the author of the above article, most likely agree with? E 1376

a. Money for money's sake is generally not enough for business success.
b. There is no mystery in ways to become successful.
*c. The "fair dealing" of some businessmen is questionable.
d. Industrial giants pride themselves that they have established a satisfactory "image" with the general public.

Source: "The Views of John D. Rockefeller", Discovering American History, Holt, Rinehart and Winston, p. 562.

Directions: Read the following paragraph.

However, because of idle rulers and foreign slave armies the Fatimid Empire began to break up in the eleventh century. To a considerable degree it was this disintegration which permitted the handfuls of western knights called Crusaders to penetrate, capture, and hold the Christian Holy Land and the Syrian littoral in the twelfth and thirteenth centuries.

Circle the letter of the correct answer.

Item:

Which one of the following ideas would a military man most likely agree with? E 1435

a. God was on the side of the Crusaders.
b. The Crusaders were better fighting men.
*c. Foreign slave armies have a tendency to lack interest in fighting.
d. The Holy Land was no good for commerce.

Which one of the following ideas would a pacifist most likely agree with? E 1436

a. The Crusaders were fighting a loosing cause.
b. The Fatimid Empire had already ousted its usefulness.
*c. Wars are morally wrong and serve no useful purpose.
d. Lazy rulers lose touch with their people.

Which one of the following ideas would a man of the cloth most likely agree with? E 1437

*a. God was on the side of the Crusaders.
b. The Crusades gave great impetus to trade between nations.
c. Foreign slave armies lack interest in fighting.

Source: "The Muslim World Under the Abbasids", The Middle East: A History, Alfred A. Knopf, p. 93.

Directions: Read the following paragraph.

The laws of the Puritans condemned all war that wasn't defensive and provided penalties for gambling, intemperance, and other immoralities. They forbade the taking of interest on loaned money and punished blasphemy and idolatry with death. Persecuted Christians of their own faith who sought refuge among them were supported for a time at the public expense; but priests and Jesuits were forbidden to set foot within their limits.

Circle the letter of the correct answer.

Item:

Which one of the following ideas would a modern banker most likely agree with? E 1480

a. All wars are bad, whether defensive or offensive.
b. Gambling is a tool of the devil.
*c. Interest on money is the backbone of free enterprise.
d. Morals should not be legislated.

Which one of the following ideas would a professional gambler most likely agree with? E 1481

a. The death penalty is too severe for idolatry.
*b. To gamble or not is entirely a personal matter.
c. We will always have wars.
d. Drinking is a moral rather than a religious problem.

Source: "The Puritans", Discovering American History,
Holt, Rinehart and Winston, p. 59.

Directions: Read the following paragraph.

> The loyal colonists, (Virginians) however, were not treated with (the) favor which they had a right to expect from the home government. Parliament soon ordered that the imports and exports of the colonists should be carried in English vessels alone, and that their chief products should be shipped only to the mother country. A profitable trade which had sprung up with the West Indies was thus entirely cut off.

Item:

Which one of the following ideas would a Virginia shipbuilder most likely agree with? E 1482

a. Laws from the mother country are good and just.
*b. Local business enterprises should be favored with all possible help.
c. Roads should be improved in the colony.
d. Education of the young must be improved.

Which one of the following ideas would a West Indies merchant most likely agree with? E 1483

*a. Freedom of trade is an old economic law.
b. Religious freedom should be granted to all peoples.
c. Virginia was the most loyal of all of England's colonies.
d. England law is noted for its liberal and equal views.

Which one of the following ideas would an English merchant most likely agree with? E 1484

a. Local business should be encouraged by the London government.
b. Education should be encouraged.
*c. Trade with the colonies should be reserved for English companies to operate.
d. Tollroad building should be encouraged.

Source: "Bacon's Rebellion", Discovering American History, Holt, Rinehart and Winston, p. 83.

Directions: Read the following paragraphs.

The owner of anything has certain risks. A person may have valuable property, but there is no certainty that he may not lose it. If he owns a home, it may be destroyed by fire or storm. If he owns an automobile, it may be lost as a result of fire, theft, or accident. If he injures others or damages their property, he may be required to pay a large amount of money to them.

To many people, earning power is even more important than the property actually owned. But earning power, too, may be lost or seriously limited as a result of accident, old age, or sickness. Or a person who has been employed may lose his job simply because business conditions are poor.

All such risks of loss of property or earning power are known as economic risks. They are always present. Often they are a source of great worry and trouble.

Circle the letter of the correct answer.

Items:

Which one of the following items would most likely be of prime concern to a 26 year-old man who is a husband, a father of three small children, a salaried salesman, an owner of two cars, and who has a mortgage of $15,000 on his home. E 1580

a. Loss of his home through fire or storm.
*b. Loss of his earning power.
c. Loss of his automobiles.
d. Loss of his property through liability claims.

Which one of the following items would most likely be of prime concern to a 60 year-old man who is a husband, a father of four married children, an owner of a small rental business, an owner of one automobile, and who owns his own home. E 1581

a. Loss of his earning power.
b. Loss of his home through fire or storm.
c. Loss of his automobile.
*d. Loss of his property through liability claims.

Which one of the following items would most likely be of prime concern to a 46 year-old widow with two teen-age children who receives insurance checks each month, who works as a secretary part-time, who owns her home, and who has an installment loan on her automobile. E 1582

a. Loss of her earning power.
*b. Loss of her home through fire or storm.
c. Loss of her automobile.
d. Loss of her property through liability claims.

Directions: Read the paragraph.

Banks offer many services to their customers. The reason a person opens a savings account may differ greatly from the reason of another customer. A checking account or business loan may satisfy a certain need for a business that may not be the same need or concern of another business. No matter what the reason, banks usually always have a service to assist people in their financial transactions.

Item:

Sam Sneed is a young man who has been working as a junior executive for a few years. Although he receives a fine salary, he usually ends up questioning his spending at the end of each month. He decides to open a checking account. Which of the following would most likely be his reason for doing so? E1670

a. To avoid cash money losses.
*b. To record and pay his bills more efficiently.
c. To act more business-like as his title implies.

Mary Sweet's husband died leaving her insurance benefit totally $30,000. She is 42 and has no children. She has always worked as a secretary and now plans to continue. She places her $30,000 into a savings account. Which of the following would most likely be her reason for doing so? E1671

*a. To invest the money safely.
b. To make sure she doesn't spend it foolishly.
c. To save for something special.

Max Flax needed some extra capital for merchandise for his business. After checking around for interest rates and money availability, he chose to borrow from his local bank where he has his business checking account. Which of the following would most likely be his reason for choosing his local bank? E1672

a. His local bank is closer for payment of the loan.
b. He won't have to worry about paying on time because they know him.
*c. He knows their procedures and feels he can borrow more confidently and confidentially.

Mark Shark is a cautious man. He suffered a great loss as a young child. He decides to keep his insurance policies, deed to his home, and other items that cannot be replaced in a safety deposit box. Which of the following would most likely be his reason for doing so? E1673

*a. To keep things safe from fire and theft.
b. To keep things secret from his family.
c. To avoid losing things in his desk at home.

Directions: Read the following paragraph.

For Greek parents, the lack of male children was a bitter thing. There would be no son to carry on the family religion of the hearth. The parents would be denied the burial due them. And in the years to come who would make the accustomed sacrifices at their graves? It was almost as great a calamity to the polis, which depended on a strong body of male citizens for protection against its enemies.

Circle the letter of the correct answer.

Item:

Which one of the following ideas would a religious woman in Greece be most likely to agree with? E1902

a. Parents with no male heirs could be permitted a proper burial.
*b. It is the custom for a son to make sacrifices at his parents' graves.
c. A Greek boy has no religious responsibility to his family.
d. Girls are as important to the security of the polis as are male children.

Which one of the following would a citizen of an enemy city-state be most likely to agree with? E1903

a. Girls are as important as male children to the security of a city-state.
b. There should be no religious penalties for parents who lack male heirs.
*c. A significant factor in the defenses of a city-state is the number of male citizens.

Source: From the 7th grade model unit, Man and the Challenge of the City, New Trier Elementary School Districts, Appendix I, p. 17.

Directions: Read the following paragraph.

Biologists and social scientists agree, then, that racial differences are simply the result of mutation and selection within the same species and that they have no inherent relation to the mental or emotional make-up of any given individual nor the culture of any group. This is not to say that these differences are unimportant. They are extremely important if and when they are thought to be important. Where shades of skin pigmentation and other external traits are held to be unimportant, people who look different live in harmony within the same society. Where these traits are the basis of prejudice and discrimination, they produce intergroup tensions and conflict, and have inevitable consequences for social unity and personality development.

Circle the letter of the correct answer.

Item:

Which one of the following ideas would an anthropologist most likely agree with? E1922

a. Racial differences are unimportant.
*b. The intelligence of an individual is not based on his race.
c. Different races within a society prohibit social unity.
d. A group's culture depends upon its racial make-up.

Which one of the following ideas would a white supremacist most likely agree with? E1923

a. Racial differences are unimportant.
b. The personality of an individual is not an inherent racial trait.
*c. Skin color and intelligence are related.
d. A group's culture is not a function of its race.

Source: Modern Society, Biesanz and Biesanz, from the eight grade model unit, Man and the Challenge of Majority-Minority Relationships, New Trier Township Elementary Districts, Appendix H, p. 28.

Directions: Read the following paragraph.

> There is a growing interest in the maltreatment of Indians in American history books, and especially in textbooks. It is hardly necessary to expand here on the consequences of such deformed history: the creation or reinforcement of feelings of racial arrogance, and the disgorgement from our schools of students with a warped understanding of their cultural heritage, with no comprehension of the revolutionary changes taking place in the world, and no intellectual equipment for dealing with the problems of race relations here and abroad.

Circle the letter of the correct answer.

Item:

Which one of the following ideas would a modern day American Indian be most likely to agree with? E1924

*a. American history books have treated the Indian unfairly.
b. History books have no effect on students' attitudes toward minority groups.
c. History texts have been objective in their treatment of the Indian.
d. Textbooks present unbiased facts.

Which one of the following would a student studying a history text in 1900 most likely agree with? E1925

a. History texts reinforce racial prejudice.
*b. History texts are objective in their treatment of Indians.
c. Unobjective history texts lead to student misunderstanding of their cultural heritage.

Source: "The Indian in American History" from the eighth grade model unit, Man and the Challenge of Majority-Minority Relationships, New Trier Township Elementary Districts, Appendix C, p. 1.

Directions: Read the following paragraph.

For Greek parents, the lack of male children was a bitter thing. There would be no son to carry on the family religion of the hearth. The parents would be denied the burial due them. And in the years to come who would make the accustomed sacrifices at their graves? It was almost as great a calamity to the polis, which depended on a strong body of male citizens for protection against its enemies.

Circle the letter of the correct answer.

Item:

Which one of the following ideas would a religious woman in Athens most likely agree with? E1988

*a. In the Greek religion it was the custom for a son to make sacrifices at his parents' graves.
b. The lack of a son should not prevent parents from having the burial due them.
c. The city-state did not rely on a large number of males for protection against enemies.
d. Male children were unimportant to the continuance of the family religion of the hearth.

Which one of the following ideas would a citizen of an enemy city-state of Athens most likely agree with? E1989

a. A male child had no obligation to carry on the family religion of the hearth.
*b. Lack of young male citizens weakened the defenses of Athens.
c. Parents should have a proper burial even if they had only daughters.
d. According to the Greek religion, daughters were as unimportant to a family as sons.

Source: From the 7th grade Unit, Man and the Challenge of the City, New Trier Township Elementary Districts, Appendix I, p. 17.

Directions: Read the following paragraph.

> There is a growing interest in the maltreatment of Indians in American history books, and especially textbooks. It is hardly necessary to expand here on the consequences of such deformed history: the creation or reinforcement of feelings of racial arrogance, and the disgorgement from our schools of students with a warped understanding of their cultural heritage, with no comprehension of the revolutionary changes taking place in the world, and no intellectual equipment for dealing with the problems of race relations here and abroad.

Circle the letter of the correct answer.

Item:

Which one of the following ideas would an American Indian youth who joined in the occupation of Alcatraz Island in 1970 most likely agree with? E1990

a. American history textbooks have presented an objective picture of the American Indian in history.
*b. The treatment of the American Indian in history textbooks has strengthened the whites' feelings of racial superiority.
c. The European culture brought to the American Indians by the white man helped to civilize the Indians.
d. History textbooks have encouraged all Americans to look upon the Indian as having a rich cultural heritage.

Which one of the following ideas would the author of an American history text published in 1890 most likely agree with? E1991

*a. American history textbooks present an objective picture of the American Indian.
b. The culture brought to the Indians by the white man helped to civilize the Indians.
c. In strengthening the white man's feeling of superiority over Indians, history texts have been unfair to Indians.
d. Most white Americans are ignorant of the contribution of the Indians to America's cultural heritage.

Source: The 8th grade model unit, Man and the Challenge of Majority-Minority Relationships, New Trier Township Elementary Districts, Appendix C, p. 1.

Directions: Read the following paragraph.

When World War I was over, Lawrence of Arabia was called to the peace conference at Paris. During the talks about the settlements after the war, Lawrence fought for full freedom for Arab lands. He did not win his point. Believing that the Allies had not treated the Arabs fairly, he left the service of his country. Later he wrote a narrative of his war adventures that was published under the title, Seven Pillars of Wisdom. He died in 1935 following a motorcycle accident.

Circle the correct answer.

Item:

Which of the following groups would have been most in favor of Lawrence? E 2033

a. The Zionist Jews
b. The Turks
c. All the allied powers
*d. The oppressed Arabs

If Lawrence were alive today, which group would he be most against. E 2034

a. The Russians
b. The Americans
c. The UAR
d. The British
*e. The Jews

If he were alive today, which group would favor Lawrence's ideas most? E 2035

a. The Americans
*b. The UAR
c. The British
d. The Jews

Source: Exploring a Changing World, Globe Book Co., p. 56.

Many of the personal sorrows of war are the same in every time and place. Those of the War for Independence were no exception. There were new widows, new orphans, and terrifying upsets in people's lives. Few Americans remained unaffected. Many people who had remained Loyalists sadly left the United States in 1783 since they could find no satisfactory place in the new country. They, too, were victims of the war.

Directions: Reread the paragraph above concerning the sorrows connected with the end of the Revolutionary War. Circle the correct answer.

Item:

Which one of the following would a Tory most likely argue with? E 2070

*a. The Loyalists fought for what they believed to be right.
b. The Loyalists should have left the country even before the war started.
c. The Loyalists fought on the wrong side.
d. The patriots should have beaten the English.

Which one of the following would have felt the greatest amount of hatred for the British at the end of the war? E 2071

a. A Tory
b. The English king
*c. The American widow and her child
d. George Washington

Source: The Free and the Brave, Rand McNally, Chapter 11.

Directions: Read the following statements. Circle A if the statement infers prejudice, circle B if the statement does not infer prejudice.

Item:

| | | | |
|---|---|---|---|
| *A | B | The German language was not to be taught in many schools where it had been the major language before World War I. | E2137 |
| A | *B | Citizens of German descent were allowed to serve in the United States military service. | E2138 |
| *A | B | German musicians such as Frederick Stock and Fritz Kreisler were publicly humiliated. | E2139 |
| *A | B | As a result of the war, the citizens of Potsdam, Missouri, changed the name of the city to Pershing, Missouri. | E2140 |
| *A | B | Many dachshunds were stoned (or even done away with) because of their German ancestry. | E2141 |
| A | *B | The voters of Berlin, New Hampshire, refused to change the name of their town. | E2142 |
| *A | B | Honorary college degrees which had been granted to Germans before World War I were revoked. | E2143 |
| *A | B | Employers were asked to tell Army intelligence about workers with German-sounding names and to vouch for their loyalty. | E2144 |

Source: Life Educational Reprint #49, 1964,
Lewis Paul Todd and Merle Curti, Rise of the American Nation,
Harcourt, Brace and World, Inc.

Directions: Read the opinion expressed below and answer the questions following it.

Any State has the right to take steps against a law passed by Congress if the State believes that the law violates the Constitution because States had surrendered only certain powers to the Federal Government.

Item:

Which of the following was most likely to express such an opinion? E2183

a. William Seward of New York.
*b. Robert Hayne of South Carolina.
c. Daniel Webster of Massachusetts.
d. Abraham Lincoln of Illinois

Which of the following was most likely to express the opinion that the Federal Government must have more power than individual states? E2184

*a. Daniel Webster
b. Henry Clay
c. John C. Calhoun
d. Robert Hayne

Source: Wilder, Ludlu, Brown, This is America's Story, Houghton Mifflin Company, Boston, 1964, p. 376.

Directions: Read the following selection and then decide which of the responses is correct.

Imagine that this sign was posted in London in the seventeenth century.

Attention: All people interested in freedom will want to consider coming to my colony in America. I promise every man that he can buy his own farm at a reasonable price, go to the church of his own choice, have a voice in the government of the colony. Nowhere in America will you find more freedom and opportunity.

Item:

Whose name would you most likely find at the bottom of this advertisement? E 2223

a. John Smith
b. James Oglethorpe
c. John Winthrop
*d. William Penn
e. James I

Source: Henry Graff, The Free and the Brave, Rand McNally, 1967, pp. 115-

Directions: Read the following selection and then decide which of the responses is correct.

Item:

Which of the men listed below would most likely have said the following paragraph in a presidential campaign speech? E2224

I believe that every man in this great country should be able to own land, vote, and hold office. No longer will the United States be run by rich, wealthy eastern businessmen. Our Declaration of Independence declares that all men are created equal. I intend to see that that is true. Westerners will be treated the same as any eastern aristocrat. I am a common man, and I intend to see that other common people receive the opportunity to serve their country in Washington.

a. George Washington
b. John Adams
*c. Andrew Jackson
d. James Polk

Source: Henry Graff, The Free and the Brave, Rand McNally, 1967, pp. 323-331.

Directions: For each modern labor situation, select the answer which most nearly approaches the attitude or action an industrialist in the last half of the 19th century most likely would have taken.

Item:

| Modern Event | Attitude or Action taken by 19th-century Industrialist | |
|---|---|---|
| Strike by truck drivers in Chicago for higher wages and better working conditions. | a. Enter into collective bargaining to solve the problem.<br>b. Offer the drivers better working conditions and no increase in wages.<br>*c. Dismiss the drivers and hire new immigrants or displaced farmers.<br>d. Call in the federal government to mediate the strike. | E<br>2359 |
| A strike by the female workers of a factory demanding equal pay for equal work. | *a. Fire the women and hire workers who won't complain.<br>b. Grant the demands so there won't be a strike.<br>c. Ask the federal government to mediate the strike.<br>d. Do nothing to prevent the women from striking. | E<br>2360 |
| An attempted strike by the workers of A.B. Dick and Company to form a union. | a. Call in strike breakers and scabs.<br>b. Attempt to get a court injunction to stop the strike.<br>c. "Lockout" the workers until they drop their demands.<br>*d. All of the above. | E<br>2361 |

Source: The Free and the Brave, Rand McNally and Co., Chapter 22.

# SECTION F

# EVALUATING SOURCES OF INFORMATION

Objective: THE CHILD WILL DEMONSTRATE HIS ABILITY TO EVALUATE THE MOST VALID SOURCE OF INFORMATION BY SELECTING THE BEST SOURCE FROM A LIST OF ALTERNATIVES.

Directions: Choose the best source of information on each of the topics A, B, C, D and E listed below. Show your choice of the best source by circling either a, b, or c.

Item:

Topic A: How to play better golf. F 1382

a. Watch the PGA tournament on T.V.
b. Read a golf book by Howie Johnson on how to play the game.
*c. Take lessons from a local professional.

Topic B: What life is like on the Indian reservation of today. F 1383

a. A story written about the subject in Life magazine.
*b. A resident Indian describes the life he leads.
c. Watching a movie about Indians on T.V.

Topic C: The hardships of laborers who built the Transcontinental Railroad. F 1384

*a. Accounts as recorded in diaries of the workers.
b. A story by the grandson of one of the construction superintendents.
c. A T.V. special on the building of the railroad.

Topic D: Unions have improved the lives of their members. F 1385

*a. A report on the subject by the Department of Labor.
b. An editorial in the Daily Press.
c. A report submitted by the Chamber of Commerce.

Topic E: How to husk corn by hand. F 1386

a. Watching an educational movie on pioneer life.
*b. Listening to your farmer grandfather tell about it.
c. Reading an agricultural journal of the 1950's.

Directions: Choose the best source of information for each of the Topics A, B, C, D and E listed below. Show your choice of the best source by circling either a, b, or c.

Item:

Topic A: How to build a rail fence. F 1387

*a. Information on early construction contained in letters and diaries left by people of the period.
b. Reading a book of early American life written by a current author.
c. Contacting your local dealer of fencing for information.

Topic B: The "true" story of the Boston Massacre. F 1388

a. A T.V. story of the period.
b. A native of Boston telling the story as handed down by her ancestors.
*c. A newspaper of Boston, printed during the period, that describes the event.

Topic C: "True" story of life near the gas chambers in German concentration camps. F 1389

a. As told by the German guards.
*b. As told by prisoners who escaped.
c. As told by Nazi leaders at the "trials".

Topic D: Cause of a wreck involving two trains. F1390

a. Account by a nurse in a local hospital who worked on some of the victims who told their stories to her.
b. Newspaper accounts of the crash.
*c. Report of the investigating committee of the ICC.

Topic E: The "long count"—Dempsey & Tunney. F1391

*a. Motion pictures are shown of the actual fight.
b. Statements of the event are taken from the participants.
c. Radio accounts of the actual fight are examined.

Directions: Suppose that you have been asked by your teacher to write a report about each of the topics named A,B,C,D,E and that you were told that you were to choose the best source of information for each topic. Show your choice by circling the letter before it.

Item:

Topic A: Life during the depression years. F1583

a. A friend whose parents had bad experiences during this time.
b. A TV documentary showing the activities of the New York Stock Exchange during this period.
*c. A man who was twenty-one years old during this time.

Topic B: The effects of inflation on our economy. F1584

a. A woman who shops at the local supermarket.
*b. A government document stating the cost of living changes.
c. A newspaper affiliated with the party not in power expressing the "other" side.

Topic C: Farm life in America today. F1585

a. A movie about family life and work on the farm.
*b. A book called, Farming Today.
c. A trip to a farm.

Topic D: Why the truck drivers chose to strike. F1586

a. A newspaper account of the negotiations in progress.
*b. A talk with one of the striking men.
c. An open debate between union leaders and management.

Topic E: The effect of the Viet Nam war on the people of that country. F1587

*a. An interview with a family in each of ten villages in Viet Nam.
b. A TV documentary showing the poverty and hunger of the Vietnamese people.
c. A speech given by Senator Kennedy.

Directions: Choose the best source for each of the following topics. Show your choice by circling the letter before it.

Item:

Topic A: Life on a South Sea island. F1588

a. The movie "South Pacific."
b. A novel about life on Huri-Kuri.
*c. A movie depicting ways of the people of the South Pacific.

Topic B: The best laundry detergent. F1589

a. A study of TV commercials and claims.
b. An interview with a group of housewives.
*c. A government study on detergents.

Topic C: The "truth" about drug abuse on college campuses. F 1590

*a. An account of the situation written by students on several campuses.
b. A newspaper article describing raids on four campuses.
c. An interview with a college president.

Topic D: The attitudes and views expressed and supported by a senator. F 1591

*a. The congressional voting record.
b. A newspaper article covering day-by-day accounts of the Congress.
c. A speech given by the senator.

Topic E: The political opinions of the average suburban male. F 1592

a. A magazine article written after interviewing ten men.
*b. A national poll taken covering 70 different items.
c. A movie concerning the ways of the average suburban male.

Directions: Choose the best source of information for each topic. Show your choice by circling the letter before it.

Item:

Topic A: Early forms of "money". F 1666

a. A book on the excavations of ancient cities.
b. A movie depicting ancient banks.
*c. A paper written by a well-known archeologist on ancient economic systems.

Topic B: Our present day circulating currency. F 1667

*a. A government statement compiling the amounts of the various types of currency.
b. An interview with a guide at the Department of the Treasury.
c. A brochure of procedures in printing money.

Topic C: How the velocity of circulation works. F 1668

a. A lecture by an economics teacher.
*b. A comparison study of GNP, bank deposits, and the currency in circulation.
c. The World Almanac.

Topic D: How banks help businessmen. F 1669

a. A talk with a bank president.
b. An article put out by the Chamber of Commerce.
*c. Personal accounts of bank dealings by several local businessmen.

Source: Economics of American Living, Rand McNally

Directions: Show your choice of the best source of information about each topic by circling the letter next to it.

Item:

Topic: The physical effects of heroin on the human body. F 1904

a. A boy whose cousin has taken heroin.
*b. A report by the Federal Drug Administration on the effects of heroin.
c. A TV interview with an ex-heroin addict.

Topic: What it was like to live in London during the German bombings of World War II. F 1905

*a. A TV documentary showing actual pictures of London during the bombings.
b. The recollections of an American whose aunt was in London then.
c. A novel which is set in London during the bombings.

# SECTION G

# EVALUATING THE POTENTIAL VALIDITY OF SOURCES

Topic: The burial customs of the Eutruscan Civilization. F 1906

*a. Pictures of objects discovered by a team of archeologists.
b. A story of an Eutruscan funeral feast.
c. An article about Eutruscan cities.

Topic: The "true" story of the Salem Witch Trials. F 1907

a. A newspaper article by a reporter who covered one of the trials.
b. The diary of one of the girls who accused others of being witches.
*c. The court records of the trial proceedings.

Topic: The life of Bedouin tribesmen. F 1908

a. An American tourist who spent a month in North Africa.
b. A book about a boy who was kidnapped by Bedouins.
*c. An article by a sociologist who had studied Bedouin tribes.

Topic: The freedoms guaranteed Americans by the Bill of Rights. F 1909

a. A civics textbook.
*b. The U.S. Constitution.
c. A student who has just finished a course in American history.

Topic: The fundamentals of Communism. F 1910

a. A person living in the Soviet Union.
*b. The writings of Karl Marx.
c. A book about the Russian Revolution.

Topic: French customs at Christmas. F 1911

a. An American who has been to France.
b. An introductory French textbook.
*c. A French exchange student who goes to your school.

Directions: Choose the best source of information. Show your choice by circling either a, b, c, or d.

Item:

Which of the following would be the most valid source of information to find out why so few Negroes voted in Mississippi in the late 1950's? F 2088

a. From the Grand Wizard of the KKK in a testimonial made before a Senate Investigation Committee.
b. From the subsequent findings of the Senate Investigation Committee.
*c. From statements made by 450 Negroes living in Mississippi as reported in local and non-local newspapers.
d. From statements made by the late Dr. Martin Luther King.

Source: The American Nation: A History of the United States, Harper and Row, 1966, page 831.

Objective: THE STUDENT WILL DEMONSTRATE HIS ABILITY TO EVALUATE THE POTENTIAL VALIDITY OF SOURCES BY SELECTING THE BEST SOURCE, THE SECOND BEST SOURCE AND THE THIRD BEST SOURCE.

Directions: For the topics listed below, choose the best source of information for each topic. Show your choice by circling the "1" along side your choice. Show your choice of the second best source by circling the "2" along side your choice. Show your choice of the third best source by circling the "3" along side your choice.

Item:

Topic: The Dred Scott Decision, 1857

| | | |
|---|---|---|
| 1 *2 3 | A historical film about the Dred Scott vs. Sandford Case, 1857. | G 1135 |
| *1 2 3 | A copy of the Supreme Court justices' opinions concerning the Dred Scott vs. Sandford Case, 1857. | G 1136 |
| 1 2 *3 | A newspaper report written by a Republican who lived during the Dred Scott vs. Sandford Case, 1857. | G 1137 |

Topic: The Lincoln-Douglas Debates

| | | |
|---|---|---|
| 1 *2 3 | An encyclopedia account of the Lincoln-Douglas debates. | G 1138 |
| 1 2 *3 | A movie about the life of Abraham Lincoln. | G 1139 |
| *1 2 3 | A copy of the texts of the debates as found in Documents of American History. | G 1140 |

Topic: The Pullman Strike, 1894

| | | |
|---|---|---|
| 1 *2 3 | A newspaper article written by a reporter who was in Chicago at the time of the strike. | G 1141 |
| *1 2 3 | A T.V. documentary which shows actual pictures of the strike and its repercussions. | G 1142 |
| 1 2 *3 | An account of the strike as told by the nephew of a man who was in Chicago in 1894. | G 1143 |

Topic: The Tweed Ring

| | | |
|---|---|---|
| 1 *2 3 | An account of the "Tweed Ring" written by a New York Times newspaper reporter. | G 1144 |
| *1 2 3 | A New York State government report of the "Tweed Ring". | G 1145 |
| 1 2 *3 | A letter written by "Boss" Tweed to a friend. | G 1146 |

Directions: Choose the best source of information for each topic listed below. Show the best source by crossing off the 1 along side that item. Show the second best source by crossing off the 2. Show the third best source by crossing off the 3.

Item:

Find out about the daily life of the Huron Indians during the colonial days.

| | | |
|---|---|---|
| 1 *2 3 | Read your textbook. | G 1272 |
| 1 2 *3 | Talk to a descendant of the Huron tribe. | G 1273 |
| *1 2 3 | Read an account by an English settler who lived near the Hurons for several years. | G 1274 |

Gather facts about Champlain's explorations.

| | | |
|---|---|---|
| 1 2 *3 | See a filmstrip about France's colonization of the New World. | G 1275 |
| 1 *2 3 | Look at pictures that Champlain drew of things he saw on his trips. | G 1276 |
| *1 2 3 | Go to a historical museum in Quebec that has many documents and pictures about Champlain's trips. | G 1277 |

Find out what problems the typical French settler encountered in the New World.

| | | |
|---|---|---|
| *1 2 3 | Read the diary of a French settler. | G 1278 |
| 1 2 *3 | See a movie on TV about the early French colonization. | G 1279 |
| 1 *2 3 | Speak with a historian who specializes in the colonial period. | G 1280 |

Draw a picture of some of the traps a fur trader used.

| | | |
|---|---|---|
| 1 2 *3 | Read the encyclopedia article, "French Fur Traders". | G 1281 |
| 1 *2 3 | Look at pictures of an early fur trader setting traps. | G 1282 |
| *1 2 3 | See the actual antique traps on display. | G 1283 |

Find out what Quebec looked like after its settlement.

| | | |
|---|---|---|
| 1 2 *3 | See slides a friend took in Quebec last summer. | G 1284 |
| *1 2 3 | Study some paintings of Quebec by an artist who went there in 1700. | G 1285 |
| 1 *2 3 | Listen to a historian lecture about early Quebec and what he thinks it probably looked like. | G 1286 |

Directions: Suppose that you have been asked by your teacher to write a report about each of the topics and that you were told that you were to choose the best source of information for each topic. Show your choice by circling the 1 along side the number of that item on your answer sheet. Show your choice of the second best source of information by circling the 2 along side the number of that item on your answer sheet. Show your choice of the third best source of information by circling the 3 along side the number of that item.

Item:

Topic A: Life on a Southern Plantation-1760

| | | |
|---|---|---|
| *1 2 3 | Diary written by a plantation owner's daughter. | G 1781 |
| 1 *2 3 | MGM movie of the Old South. | G 1782 |
| 1 2 *3 | Listen to a man whose grandfather was a slave. | G 1783 |

Topic B: American townlife in the 1700's

| | | |
|---|---|---|
| 1 2 *3 | Paintings made in the 1700's of New York. | G 1784 |
| *1 2 3 | Newspaper accounts written in that time period of new entertainment coffee houses and socialites. | G 1785 |
| 1 *2 3 | A television documentary comparing American towns then and now. | G 1786 |

Topic C: Story of "true" life on the frontier

| | | |
|---|---|---|
| 1 *2 3 | Listen to a story told by a frontiersman's great-grandson. | G 1787 |
| 1 2 *3 | Visiting "Frontierland" in Disneyland. | G 1788 |
| *1 2 3 | Journals written by frontiersmen. | G 1789 |

Topic D: What happened to "witches" in Salem

| | | |
|---|---|---|
| *1 2 3 | Newspaper accounts written at the time of the trials. | G 1790 |
| 1 2 *3 | Visit a fortune teller. | G 1791 |
| 1 *2 3 | A movie about the development of witchcraft in America. | G 1792 |

Topic E: The "true" story of Roger William's encounter with the church

| | | |
|---|---|---|
| *1 2 3 | William's diary. | G 1793 |
| 1 2 *3 | A movie of Roger William's life. | G 1794 |
| 1 *2 3 | Read a book written in 1800 on the originations of religious freedom. | G 1795 |

Source: Rise of the American Nation, Harcourt, Brace and World, Inc., p. 68.

Directions: Read the topic below. Using the following key, select the letter to indicate which of the sources listed would be most appropriate when preparing a report on the topic.

Key:
A - best source
B - second best source
C - third best source

Circle the appropriate letter to the left of each item.

Topic: The use of airplanes in World War I

| | | | | |
|---|---|---|---|---|
| A | *B | C | An article from Life magazine on military airplanes. | G2115 |
| *A | B | C | A book by Colonel William Mitchell telling of his experiences as a pilot during World War I. | G2116 |
| A | B | *C | An article in a newspaper published during World War I describing several air raids. | G2117 |

Topic: The capture of Cantigny, May 28, 1918.

| | | | | |
|---|---|---|---|---|
| A | *B | C | An encyclopedia account of the event. | G2118 |
| A | B | *C | A Hollywood movie of World War I. | G2119 |
| *A | B | C | A visit to the Cantigny Museum in Wheaton, Illinois. | G2120 |

Topic: Woodrow Wilson's plan for peace as stated in his Fourteen Points.

| | | | | |
|---|---|---|---|---|
| A | *B | C | A textbook account of Wilson's peace plan. | G2121 |
| *A | B | C | A copy of the original Fourteen Points. | G2122 |
| A | B | *C | An interview with someone who lived during Wilson's administration. | G2123 |

Topic: What the Battle of Belleau Wood was really like.

| | | | | |
|---|---|---|---|---|
| A | *B | C | The diary of a soldier who took part in the battle. | G2124 |
| A | B | *C | An account of the battle as told by a World War I soldier's relative. | G2125 |
| *A | B | C | A newspaper reporter's account of the battle on interviews with several soldiers who were in the battle. | G2126 |

# SECTION H

# RECOGNIZING EMOTIONAL WORDS

Objective: THE CHILD WILL EXHIBIT HIS ABILITY TO RECOGNIZE EMOTIONAL WORDS BY CORRECTLY IDENTIFYING THEM IN GIVEN SENTENCES.

Directions: Read the following selection carefully and then indicate from the list of words below it which of them are used to arouse feelings. If the word is used to arouse feeling, circle "a" in front of the word; if the word does not arouse feelings, circle the "b".

There was one hesitating pause . . . and the spirit of evil came back (to Simon Legree), with sevenfold vehemence; and Legree, foaming with rage, smote [struck] his victim [Tom] to the ground.

Item:

| | | |
|---|---|---|
| a *b | hesitating | H 1338 |
| *a b | evil | H 1339 |
| a *b | back | H 1340 |
| *a b | foaming | H 1341 |
| *a b | rage | H 1342 |
| *a b | smote | H 1343 |
| *a b | victim | H 1344 |
| a *b | Tom | H 1345 |
| a *b | ground | H 1346 |

Source: Discovering American History, Holt, Rinehart and Winston, pp. 451-499.

Directions: Read the following selection carefully and then indicate from the list of words below it which of them are used to arouse feelings. If the word is used to arouse feeling, circle "a" in front of the word; if the word does not arouse feelings, circle the "b".

The flesh-mongers gather their victims by dozens, and drive them chained, to the general depot in Baltimore.

Item:

| | | | |
|---|---|---|---|
| *a | b | flesh-mongers | H1347 |
| a | *b | dozens | H1348 |
| *a | b | drive | H1349 |
| *a | b | chained | H1350 |
| a | *b | depot | H1351 |

Directions: Read the following selection carefully and then indicate from the list of phrases below it which of them are used to arouse feelings. If the phrase is used to arouse feeling, circle "a" in front of the phrase; if the phrase does not arouse feelings, circle the "b".

A city of ruins, of desolation, of vacant houses, of widowed women, of rotting wharves, of deserted warehouses, of weed-wild gardens, of miles of grass-grown streets, of acres of pitiful and voiceful barrenness - that is Charleston, wherein rebellion loftily reared its head . . .

Item:

| | | | |
|---|---|---|---|
| *a | b | of widowed women | H1352 |
| *a | b | of weed-wild garden | H1353 |
| a | *b | of miles | H1354 |
| *a | b | of acres of pitiful and voiceful barrenness | H1355 |

| | | | |
|---|---|---|---|
| a | *b | that is Charleston | H1356 |
| *a | b | loftily reared | H1357 |
| a | *b | its head | H1358 |

Directions: Read the following selection carefully and then indicate from the list of words below it which of them are used to arouse feelings. If the word is used to arouse feeling, circle "a" in front of the word; if the word does not arouse feelings, circle the "b".

All Cuba is aflame. Atrocities are committed every day throughout the island. 30,000 noncombatants, chiefly women and children have perished within a few weeks. 200,000 people are starving. A multitude of sick fall dying upon the garbage in the streets here, and there they be until, after having served as spectacles for nine hours, they are collected and hauled away in oxcarts used for garbage.

Item:

| | | | |
|---|---|---|---|
| a | *b | Cuba | H1359 |
| *a | b | aflame | H1360 |
| *a | b | atrocities | H1361 |
| a | *b | throughout | H1362 |
| *a | b | women and children | H1363 |
| *a | b | perished | H1364 |
| *a | b | fall dying | H1365 |
| *a | b | garbage | H1366 |
| a | *b | streets | H1367 |
| *a | b | spectacles | H1368 |
| *a | b | hauled away | H1369 |

Source: "The United States and Latin America", Discovering American History, Holt, Rinehart and Winston, pp. 612-628.

Directions: Read the following sentence carefully and then indicate from the list of words below it which of them are used to arouse feelings. If the word is used to arouse feeling, circle "a" in front of the word; if the word does not arouse feelings, circle the "b".

The new girl is wearing an awful dress.

Item:

| | | | |
|---|---|---|---|
| a | *b | new | H1862 |
| a | *b | girl | H1863 |
| a | *b | wearing | H1864 |
| *a | b | awful | H1865 |
| a | *b | dress | H1866 |

Directions: Read the following sentence carefully and then indicate from the list of words below it which of them are used to arouse feelings. If the word is used to arouse feeling, circle "a" in front of the word; if the word does not arouse feelings, circle the "b".

The teacher was annoyed by his obnoxious behavior.

Item:

| | | | |
|---|---|---|---|
| a | *b | teacher | H1867 |
| *a | b | annoyed | H1868 |
| *a | b | obnoxious | H1869 |
| a | *b | behavior | H1870 |

Directions: Read the following sentence carefully and then indicate from the list of words below it which of them are used to arouse feelings. If the word is used to arouse feeling, circle "a" in front of the word; if the word does not arouse feelings, circle the "b".

John stomped up to his room.

Item:

| | | |
|---|---|---|
| a *b | John | H1871 |
| *a b | stomped | H1872 |
| a *b | up | H1873 |
| a *b | room | H1874 |

Directions: Read the following sentence carefully and then indicate from the list of words below it which of them are used to arouse feelings. If the word is used to arouse feeling, circle "a" in front of the word; if the word does not arouse feelings, circle the "b".

He had watery blue eyes, yet they were sly with cunning.

Item:

| | | |
|---|---|---|
| a *b | He | H1875 |
| *a b | watery | H1876 |
| a *b | blue | H1877 |
| a *b | eyes | H1878 |
| *a b | sly | H1879 |
| *a b | cunning | H1880 |

Directions: Read the following sentence carefully and then indicate from the list of words below it which of them are used to arouse feelings. If the word is used to arouse feeling, circle "a" in front of the word; if the word does not arouse feelings, circle the "b".

We all think he drives like a maniac.

Item:

| | | | |
|---|---|---|---|
| a | *b | think | H 1881 |
| a | *b | drives | H 1882 |
| *a | b | maniac | H 1883 |

Directions: Read the following sentence carefully and then indicate from the list of words below it which of them are used to arouse feelings. If the word is used to arouse feeling, circle "a" in front of the word; if the word does not arouse feelings, circle the "b".

The prejudiced American sees "slanted" eyes and thinks of sly, untrustworthy Orientals who will live on scraps so they can compete unfairly with Americans.

Item:

| | | | |
|---|---|---|---|
| a | *b | American | H 1884 |
| *a | b | "slanted"eyes | H 1885 |
| *a | b | sly | H 1886 |
| a | *b | Orientals | H 1887 |
| a | *b | live | H 1888 |
| *a | b | scraps | H 1889 |
| a | *b | compete | H 1890 |

# SECTION I

# DRAWING INFERENCES

Objective: THE CHILD WILL DEMONSTRATE HIS ABILITY TO DRAW INFERENCES BY SELECTING THE MOST LOGICAL CONCLUSIONS BASED ON EVIDENCE IN A GIVEN SELECTION.

Directions: Read the following selection from the Zimmermann note and the selections from the three other sources. After reading each of the selections carefully, answer the following questions.

Zimmermann note:

Berlin, January 19, 1917

On the first of February we intend to begin submarine warfare unrestricted. In spite of this it is our intention to keep neutral the United States of America.

If this attempt is not successful we propose an alliance on the following basis with Mexico: that we shall make war together and together make peace. We shall give general financial support, and it is understood that Mexico is to reconquer the lost territory in New Mexico, Texas, and Arizona. The details are left for your settlement.[1]

Selection I: The German foreign minister, Alfred Zimmermann, proposed to Mexico that if the United States went to war, Mexico should join Germany and, in return, recover Texas, New Mexico, and Arizona.[2]

Selection II: The German foreign secretary, Dr. Alfred Zimmermann, had sent a note to Mexico suggesting that in event war broke out between the United States and Germany, Mexico declare war on the United States. Her reward was to have been the American states of New Mexico, Texas, and Arizona, territory she had lost at the close of the Mexican War.[3]

Selection III: Arthur Zimmermann, German Secretary of Foreign Affairs, telegraphed the German spokesman in Mexico City to seek an alliance with Mexico if war with the United States broke out. Zimmermann told his man to offer the Mexicans as bribes the states of New Mexico, Arizona, and Texas.[4]

Item:

The Zimmermann note suggests which of the following? I 2112

A. Mexico should remain neutral.
*B. Mexico should regain by force New Mexico, Texas, and Arizona.
C. Germany would give Mexico the states of New Mexico, Texas, and Arizona.
D. Germany intended to declare war on the United States.

Which selection, if any, MOST accurately reproduces the original meaning of the Zimmermann note? I 2113

A. Selection I
B. Selection II
C. Selection III
*D. None of the selections

Which MOST distorts the original meaning of the Zimmermann note? I 2114

A. Selection I
B. Selection II
*C. Selection III

Source: [1] Henry Steele Commanger, Documents of American History Appleton-Century-Crofts, 1958, p. 308.

[2] Henry F. Graff & John A. Krout, The Adventure of the American People, Rand McNally & Co., 1965, p. 528.

[3] Mabel Planer & Wm. Neff, Freedom Under Law, Bruce Publishing Co., 1962, p. 538.

[4] Henry F. Graff, The Free and the Brave, Rand McNally & Co., 1967, p. 591.

Directions: Read carefully the following excerpts from President Wilson's speech, The Declaration of War Against Germany.

Excerpts from President Wilson's speech, The Declaration of War Against Germany

"I have called the Congress into extraordinary session because there are serious, very serious, choices of policy to be made, and made immediately, which it was neither right nor constitutionally permissable that I should assume the responsibility of making .........

........The (German's) new policy has swept every restriction aside. Vessels of every kind....... have been ruthlessly sent to the bottom ...... the vessels of friendly neutrals along with those of belligerents.

..........It is a war against all nations. American ships have been sunk, American lives taken ......, but the ships and people of other neutral and friendly nations have been sunk .......... There has been no discrimination. .....Our motive will not be revenge or the victorious assertion of the physical might of the nation, but only the vindication of right, of human right, of which we are only a single champion.

......I advise that the Congress declare the recent course of the Imperial German Government to be in fact nothing less than war against the government and people of the United States; that it formally accept the status of belligerent which has thus been thrust upon it ..........

What this will involve is clear. It will involve the utmost practicable cooperation in counsel and action with governments now at war with Germany, and ......the extension to those governments of the most liberal financial credits......

......Our object now, as then, is to vindicate the principles of peace and justice in the life of the world as against selfish and autocratic power and to set up amongst the really free and self-governed peoples of the world such a concert of purpose and of action as will henceforth insure the observance of those principles.

We have no quarrel with the German people. We have no feeling towards them but one of sympathy and friendship. It was not upon their impulse that their government acted in entering this war. It was not with their previous knowledge or approval ..........

.......We are glad, ...........to fight thus for the ultimate peace of the world and for the liberation of its peoples, the German peoples included: for the rights of nations great and small and the privilege of men everywhere to choose their way of life and of obedience. The world must be made safe for democracy. Its peace must be planted upon the tested foundations of political liberty ..........

......It is a fearful thing to lead this great peaceful people into war, .......... But the right is more precious than peace, and we shall fight for the things which we have always carried nearest our hearts, — for democracy, for the right of those who submit to authority to have a voice in their own Governments......"

Read each of the following statements. Circle A if the statement was inferred by President Wilson in his speech, circle B if it was not inferred by President Wilson in his speech.

Item:

| | | | |
|---|---|---|---|
| *A | B | The United States should share in the struggle between democratic powers and autocratic powers. | I2127 |
| A | *B | Revenge should be taken for the sinking of American ships. | I2128 |
| A | *B | The war would be a means of boosting the United States' economy. | I2129 |
| *A | B | The United States should join the allies in the war effort with military aid and financial aid. | I2130 |
| *A | B | Germany had really declared war against the United States by her recent actions. | I2131 |
| *A | B | The world must be made safe for democracy. | I2132 |
| *A | B | The United States was not the only nation affected by Germany's unrestricted submarine warfare. | I2133 |
| A | *B | The German people were as much to blame for Germany's actions as the Imperial German Government. | I2134 |

A *B The Germans were not to benefit from the ultimate peace of the world. I 2135

A *B War was declared. I 2136

Source: Henry Steele Commanger, Documents of American History, Appleton - Century - Crofts, 1958, pp. 308-312.

Directions: After reading carefully the following news releases of a battle in the Montdidier region, circle A if you agree with the statement, circle D if you disagree with the statement.

### KILL SIX GERMANS

WITH THE AMERICAN ARMY IN FRANCE, May 25 - DELAYED - (By the Associated Press) - American forces in the Montdidier region carried out a successful raid upon enemy positions yesterday, killing six men and capturing one. With the assistance of the artillery, the Americans slipped into the enemy trenches and quickly accomplished their work.

### THE BERLIN VERSION

AMSTERDAM, May 26 - "Heavy losses" were inflicted upon the Americans on the picardy front in the repulse of strong American patrols yesterday wast of Montdidier, it is claimed in a semi-official German report received today in a Berlin telegram.

The report, in the course of a description of yesterday's military operations says:

> "West of Montdidier strong American patrols advanced against our front. An American patrol was entirely cut up by our fire. The others were thrown back by counter attack. The Americans thereby suffered heavy losses."

Item:

A *D The Berlin release is true since it was published in an American newspaper. I 2155

*A D It is probably true that some casualties were sustained by both sides. I 2156

*A D The Berlin release was intended to create the impression that the American attack had been completely repulsed. I 2157

A *D There were no American casualties, since the American release did not report any losses. I 2158

A *D The American release was probably more accurate because it did not make claims as great as were in the Berlin release. I 2159

*A D It is probably true that both sides wanted to give the impression of having won a victory. I 2160

*A D It is probably true that both releases omitted some details. I 2161

A *D The Germans won a decisive victory. I 2162

Source: Chicago Daily Tribune, May 27, 1918, p. 1.

Directions: Read the following selections referring to the Treaty of Versailles and the League of Nations and then answer the following questions.

Selection I I want to remind you how the permanency of peace is at the heart of this treaty....It is nothing less than a world settlement, ....The covenant of the League of Nations is the instrumentality (means) for the maintenance of peace.

How does it propose to maintain it? ..... by substituting arbitration and discussion for war. To hear some gentlemen talk you would think that the council of the League of Nations is to spend its time considering when to advise other people to fight....... Every member of the League solemnly agrees .... that it will never go to war without first having done one or another of two things, without either submitting the matter in dispute to arbitration ...... or .... without submitting it to discussion by the council of the League of Nations....[1]

Selection II [This] treaty .... imperils what I conceive to be the underlying, the very first principles of this Republic. It is in conflict with the right of our people to govern themselves free from all restraint, legal or moral, of foreign powers....I will not, I can not, give up my belief that America must, not alone for the happiness of her own people, but for the moral guidance and greater contentment of the world, be permitted to live her own life. Next to the tie which binds a man to his God is the tie which binds a man to his country, and all schemes, all plans, however ambitious and fascinating they seem in their proposal, but which would embarrass or entangle and impede or shackle her sovereign will, which would compromise her freedom of action I unhesitatingly put behind me.[2]

Selection III The question before us .... is whether the League that has been drafted by the Commission of the Peace Conference and laid before it will tend to secure the peace of the world as it stands, and whether it is just and fair to the United States.....

Wars between nations come from contacts. A nation with which we have no contact is a nation with which we should never fight. But contacts, foreign relations between nations are necessary and inevitable, and the object of all diplomacy and statesmanship is to make these contacts and relations as harmonious as possible, because in these contacts is found the origin of all war.

In this scheme for a League now before us we create a number of new contacts, a number of new relations, which nations have not undertaken before to create.[3]

Item:

Recalling the definition of isolationism, which selection BEST expresses an isolationistic foreign policy? I2163

a. Selection I
*b. Selection II
c. Selection III

Recalling the meaning of internationalism, which selection BEST expresses an internationalistic foreign policy? I2164

*a. Selection I
b. Selection II
c. Selection III

Recalling the definition of a "middle of the road" foreign policy, which selection BEST expresses such a foreign policy? I2165

a. Selection I
b. Selection II
*c. Selection III

Which two of the selections are in GREATEST opposition concerning foreign policy? I 2166

*a. Selection I and II
b. Selections I and III
c. Selections II and III

Source: [1] Allan O. Kownslar and Donald B. Frizzle, Discovering American History, Holt, Rinehart and Winston, Inc., 1967, p. 644.

[2] Same source, p. 645.

[3] Same source, p. 646.

Directions: Using the following key indicate the emotion or attitude attempted to be evoked by the following songs which were popular during World War I. Circle the letter to the left of the number.

Key:

A – humor
B – militancy
C – patriotism
D – sentimentalism

Item:

| | | |
|---|---|---|
| A B C *D | "Some Day They're Coming Home Again" | I 2167 |
| *A B C D | "K – K – Katy" | I 2168 |
| A *B C D | "Just Like Washington Crossed the Delaware, General Pershing Will Cross the Rhine" | I 2169 |
| A B C *D | "There Are Smiles" | I 2170 |
| A B C *D | "Keep The Home Fires Burning" | I 2171 |
| *A B C D | "Pack Up Your Troubles and Smile, Smile, Smile" | I 2172 |
| A B *C D | "Over There" | I 2173 |
| A B C *D | "Rose of 'No Man's Land" | I 2174 |
| *A B C D | "Oh! How I Hate To Get Up In The Morning" | I 2175 |
| A B C *D | "There's A Long, Long Trail" | I 2176 |

## SECTION J

## EVALUATING THE CERTAINTY OF STATEMENTS

Objective: THE STUDENT WILL DEMONSTRATE HIS ABILITY TO EVALUATE THE DEGREE OF CERTAINTY OF INFERENCES BY CORRECTLY CLASSIFYING GIVEN STATEMENTS AFTER READING A SELECTION.

Directions: Read the following selection.

"Sportsmen" began to appear in the West. Taking advantage of the new kinds of rifles produced during the Civil War, they began to organize hunting parties. They usually "hunted" from railroad trains moving past the buffalo herds. One estimate has it that over three million buffalo were brutally slain by such hunters between 1871 and 1874.

The building of the western railroads also took a heavy toll of buffalo life. Hunters were hired to clear the animals off the right-of-ways and to provide meat for the gangs of railroad workers. One of the tireless killers of buffalo was the handsome William F. Cody, always remembered as "Buffalo Bill".

Read each of the following statements carefully, then decide whether it is true, probably true, false, probably false, or that you are unable to say whether it is true or false from information provided in the above paragraph. Circle the letter of the correct answer.

Item:

The "sportsmen" who killed buffalo between 1871 and 1874 were mainly concerned with obtaining food for their families. J 1147

a. true b. probably true c. false *d. probably false
e. can't say

The invention of the rifle made it possible for hunters to kill buffalo at a greater rate than the buffalo were able to reproduce themselves. J 1148

a. true *b. probably true c. false d. probably false
d. can't say

Many buffalo were killed by professional hunters like Bill Cody in order to provide food for railroad workers. J 1149

*a. true b. probably true c. false d. probably false
d. can't say

Many buffalo died in stampedes caused when they were frightened by train whistles. J 1150

a. true b. probably true c. false d. probably false
*d. can't say

Bill Cody was a "sportsman" who killed buffalo only for the pleasure of hunting. J 1151

a. true b. probably true *c. false d. probably false
e. can't say

Source: Graff, Henry, The Free and the Brave, Chicago, Rand McNally, 1967, p. 488-89.

Directions: Read the following selection.

Despite much discomfort, some soldiers found the war an adventure. A unit which attracted much publicity was a mounted regiment, the First United States Volunteer Cavalry. It came to be known as the Rough Riders. An army surgeon, Leonard Wood, was the commanding officer. But the regiment's second-in-command drew far more public attention than Wood. He was Theodore Roosevelt, who, with the rank of lieutenant colonel, had left the comfort and safety of Washington for the thick of the battle.

Read each of the following statements carefully, then decide whether it is true, probably true, false, probably false, or that you are unable to say whether it is true or false from information provided in the above paragraph. Circle the letter of the correct answer.

Item:

All of the members of the First United States Volunteer Cavalry found war to be an adventure. J 1152

a. true b. probably true *c. false d. probably false
e. can't say

Teddy Roosevelt would not have become as popular a hero had he remained in Washington. J 1153

a. true *b. probably true c. false d. probably false
e. can't say

Leonard Wood gave up a promising medical career to become a professional soldier. J 1154

a. true b. probably true c. false d. probably false
e. can't say

The men of the First United States Volunteer Cavalry became known as the Rough Riders because they were poor horsemen. J 1155

a. true b. probably true *c. false d. probably false
e. can't say

Teddy Roosevelt joined the Rough Riders because he enjoyed horseback riding. J 1156

a. true b. probably true c. false *d. probably false
e. can't say

Source: Graff, Henry, The Free and the Brave, Chicago, Rand McNally, 1967, p. 549.

Directions: Read the following paragraph.

Franklin, a hero in France and cheered everywhere, used his popularity to advantage as a diplomat. But his shrewdness alone had not brought France to the side of the colonies. Ever since their disastrous defeat at British hands in the French and Indian War, the French had been looking for revenge. The revolt of England's colonies provided a glorious opportunity to find it at last.

Decide whether the following statements about the paragraph are TRUE, PROBABLY TRUE, PROBABLY FALSE, FALSE, CAN'T TELL. Circle the correct answer.

Item:

Franklin's ability as a diplomat helped the cause of the colonies. J 1252

a. true *b. probably true c. probably false d. false

e. can't tell

Franklin was admired by the French because he was of French descent. J 1253

a. true b. probably true c. probably false d. false

*e. can't tell

There were hard feelings between the French and British. J 1254

*a. true b. probably true c. probably false d. false

e. can't tell

The French were more interested in helping the colonists than in hurting the British. J 1255

a. true b. probably true *c. probably false d. false

e. can't tell

The French were shamed by their defeat in the French and Indian War. J 1256

*a. true b. probably true c. probably false d. false

e. can't tell

Source: "The Rebels Rely on Pluck, Luck, and the French", The Free and the Brave, Rand McNally and Co., p. 198.

Directions: Read the following paragraph.

In accepting his nomination, Lincoln made his position clear. Many thought his words were foolish or that the country was not ready to hear them. He said, "'A house divided against itself cannot stand.' I believe this government cannot endure permanently half slave and half free...It will become all one thing, or all the other." Years later Lincoln said he was prouder of these words than of any others he ever spoke.

Read each of the following statements carefully, then decide whether it is true, probably true, probably false, false, or you can't tell from the information in the paragraph. Circle the answer that applies.

Item:

Lincoln thought the slaves should be free. J 1287

a. true b. probably true c. probably false d. false

*e. can't tell

Lincoln chose his words very carefully to avoid taking sides. J 1288

a. true *b. probably true c. probably false d. false

e. can't tell

Lincoln was not worried about the fate of the government. J 1289

a. true b. probably true *c. probably false d. false

e. can't tell

Source: "The Rise of Abraham Lincoln",
The Free and the Brave, Rand McNally and Co.,
p. 404.

Objective: THE CHILD WILL DEMONSTRATE HIS ABILITY TO DRAW INFERENCES BY SELECTING THE MOST LOGICAL CONCLUSIONS BASED ON EVIDENCE IN A GIVEN SELECTION.

Directions: Read the following paragraph.

In Munich, Hitler and his followers tried to overthrow the government, but they were suppressed. Hitler was convicted of treason and put in prison. While there, he wrote Mein Kampf, in which he told about his life and ideas. The Nazi party grew larger in the days that followed. After eight months, Hitler was out of jail.

Read each of the following statements carefully, then decide whether it is probably true, probably false, or that it is impossible to say whether it is true or false from the information provided in the paragraph. In the blank space provided below each statement, give a reason for your choice.

Item:

This was the first time Hitler was jailed for his political actions. J 1399

a. probably true b. probably false *c. can't say

Hitler was a traitor to his country at Munich. J 1400

*a. probably true b. probably false c. can't say

The Nazi party was the largest in Germany. J 1401

a. probably true b. probably false *c. can't say

Hitler never spent time in jail again after his Munich experience. J 1402

a. probably true b. probably false *c. can't say

Directions: Read the following paragraph.

> A secret police force searched out all who opposed the new regime. Many church leaders who objected to Hitler's ideas were persecuted. Jews were attacked as enemies of the people. Agents were sent to other countries to organize groups to help gain support for the new German government.

> Read each of the following statements carefully, then decide whether it is probably true, probably false, or that it is impossible to say whether it is true or false from the information provided in the paragraph. In the blank space provided below each statement, give a reason for your choice.

Item:

The new government was opposed to all opposition. J 1403

*a. probably true b. probably false c. can't say

Enemy agents were busy inside Germany trying to get the people to reject Hitler. J 1404

a. probably true b. probably false *c. can't say

Religious leaders were not molested by the secret police. J 1405

a. probably true *b. probably false c. can't say

Source: "The German Scene in the 1920's and 1930's, Discovering American History, Holt, Rinehart and Winston, p. 653.

Directions: Read the following paragraphs.

Insurance companies provide policy holders with inventory forms and with specific information on how to submit claims for losses. A completed inventory should be kept in a safe-deposit box or in some other place outside the home. Then, if the home is destroyed by fire, the inventory will be available for use in preparing a claim for losses.

Mr. Jones did not complete his list before his home was destroyed. His claim was processed in a normal manner.

Read each of the following statements carefully, then decide whether it is probably true, probably false, or that it is impossible to say whether it is true or false from the information provided in the paragraph. In the blank space provided below each statement, give a reason for your choice.

Item:

Mr. Jones listed all of his losses soon after the fire.

a. probably true *b. probably false c. can't say J 1593

Mr. Jones received a fair settlement on his claim. J 1594

*a. probably true b. probably false c. can't say

Mr. Jones kept a better record of his property after this experience. J 1595

a. probably true b. probably false *c. can't say

After rebuilding, Mr. Jones reinstated his insurance policy with the same company. J 1596

a. probably true b. probably false *c. can't say

Source: General Business, Southwestern Co., p. 231.

Directions: Read the paragraph.

> It becomes apparent that when several different types of money circulate concurrently in a country, it is practically impossible to keep them all equal and constant in trading value. People always want to keep or hoard the money which seems more valuable and to trade off the money which seems less valuable.

Read each of the following statements carefully, then decide whether it is probably true, probably false, or it is impossible to say whether it is true or false from the information given in the paragraph.

Item:

Bad money drives good money out of circulation. J 1647

*a. probably true b. probably false c. can't say

People would be more likely to keep gold coins than silver coins. J 1648

a. probably true b. probably false *c. can't say

If people hoard money, it becomes more valuable. J 1649

*a. probably true b. probably false c. can't say

A country using both gold and silver coins would have a better chance for a stable economy. J 1650

a. probably true *b. probably false c. can't say

Source: The Economics of American Living, Rand McNally.

Directions: Read the paragraph.

To a great extent the history of banking is the story of the economic progress and development of mankind. Banks have existed for more than four thousand years - long before there were coins or paper money. The Babylonians, Greeks, and Romans all had well-developed banking systems in which notes and drafts payable in gold or silver bullion were used. In fact, excavations of ancient cities reveal that the earliest bank checks were small, clay tablets pre-dating the use of paper.

Read each of the following statements carefully, then decide whether it is probably true, probably false, or it is impossible to say whether it is true or false from the information given in the paragraph.

Item:

Most successful civilizations have had some form of banking from their beginnings. J 1652

*a. probably true b. probably false c. can't say

The Babylonians used well-developed banking systems equal to ours. J 1653

a. probably true *b. probably false c. can't say

People in ancient times realized the need for a banking system. J 1654

*a. probably true b. probably false c. can't say

Ancient banks were housed, as ours, in beautiful buildings. J 1655

a. probably true b. probably false *c. can't say

Source: The Economics of American Living, Rand McNally.

Directions: Read the paragraph.

Did you ever hear anyone ask: "What security is behind my bank deposit?" Here is the answer to that question. Your bank deposit is secured, first, by the personal integrity of the banker with whom you do business. In a free-enterprise economy, rules and regulations never can replace the importance of well-informed, honest business decisions. Second, your bank deposit is secured by the required cash reserves in the Federal Reserve banks, by the notes of businessmen who have borrowed from the bank, by government bonds and then investments held by the bank, and by the bank's ability to borrow and to rediscount notes at the Federal Reserve bank. Finally, most bank accounts up to $20,000 are insured at no charge to depositors.

Read each of the following statements carefully, then decide whether it is probably true, probably false, or it is impossible to say whether it is true or false from the information given in the paragraph. Give a reason for your choice.

Item:

A disreputable bank vice-president would force a bank to lose its depositors' money. J 1695

a. probably true b. probably false *c. can't say

There is no need for concern about the loss of money in most banks today. J 1696

*a. probably true b. probably false c. can't say

The Federal Reserve Bank will always lend money to a bank which needs cash. J 1697

a. probably true *b. probably false c. can't say

In banks where savings interest rates are higher, the bank officials are doing a better job. J 1698

a. probably true b. probably false *c. can't say

Source: The Economics of American Living, Rand McNally.

Directions: Read the following paragraph.

> To the New World colonies the settlers also brought the bitter religious conflicts and rivalries of the Old World. There was almost constant border warfare between the Protestant British colonists and the Roman Catholics of New France. These clashes were mainly over economic and political differences, but they were aggravated as well by religious differences. Many border conflicts with Spain in the South were also aggravated by religious differences.

Read the following statements and decide whether they are true, probably true, false, probably false, or can't tell from the above paragraph. Circle your choice.

Item:

Religious turmoil and conflict have existed since the New World was colonized. J1796

a. true *b. probably true c. false d. probably false
e. can't tell

Economic, political, and religious differences have been the major causes of wars. J1797

a. true b. probably true c. false d. probably false
*e. can't tell

Religion was unimportant to most colonists. J1798

a. true b. probably true c. false *d. probably false
e. can't tell

Problems existant in the Old World were also apparent in the New World. J1799

*a. true b. probably true c. false d. probably false
e. can't tell

Roman Catholics in the New World out-numbered the Protestants. J1800

a. true b. probably true c. false d. probably false
*e. can't tell

Source: Rise of the American Nation, Harcourt, Brace and World, Inc., p. 76.

Directions: Read the following paragraph.

> In 1798 Eli Whitney decided that he could manufacture guns using a new principle of production. From his home in Connecticut, he wrote to the Secretary of the Treasury requesting a contract. "I should like", he wrote, "to undertake the manufacture of 10,000 or 15,000 stand of arms. I am persuaded that machinery moved by water, adapted to this business would greatly diminish the labor and facilitate the manufacture of this article. Machines for forging, rolling, floating, boring, grinding, polishing, etc., may all be made use of to advantage."

Read each of the following statements carefully, then decide whether it is true, probably true, probably false, false or that you are unable to say whether it is true or false from information provided in the above paragraph. Circle your answer.

Item:

Eli Whitney made an unusual request to the Secretary of the Treasury. J 1821

*a. true b. probably true c. probably false d. false
e. can't tell

Eli Whitney discovered a new method of production. J 1822

a. true *b. probably true c. probably false d. false
e. can't tell

Eli Whitney requested the contract to manufacture a great number of arms for personal profit. J 1823

a. true b. probably true c. probably false d. false
*e. can't tell

Source: Rise of the American Nation, Harcourt. Brace and World, Inc., p. 242.

Directions: Read the following paragraph.

Europeans, in general, accepted the idea that only wealthy men needed a formal education. There were, to be sure, exceptions to the general rule, and now and then an unusually able boy from a poor home secured an education and rose to prominence. On the whole, however, it was the men of wealth who made the laws and ran the governments. It was accepted that they should have the best education money could provide. But most Europeans believed that this kind of education would be wasted on the ordinary people - the farmers, wage earners, and skilled workers.

Read each of the following statements carefully, then decide whether it is true, probably true, probably false, false or that you are unable to say whether it is true or false from information provided in the above paragraph. Circle your answer.

Item:

Children from wealthy homes received an excellent education. J 1824

a. true *b. probably true c. probably false d. false
e. can't tell

Occasionally a poor boy was fortunate enough to attend school. J 1825

*a. true b. probably true c. probably false d. false
e. can't tell

Europeans believed education was worthless to the majority of colonists. J 1826

a. true b. probably true c. probably false d. false
*e. can't tell

Law makers were wealthy, well-educated men. J 1827

a. true *b. probably true c. probably false e. false
e. can't tell

Education was considered necessary for advancement in a political career. J 1828

a. true *b. probably true c. probably false d. false
e. can't tell

Source: Rise of the American Nation, Harcourt, Brace and World, Inc., p. 78.

Directions: Read the paragraph below.

Dred Scott, a Negro slave from Missouri, had been taken by his owner first to the free state of Illinois and later to the free soil of the Wisconsin Territory and then to Missouri. Scott brought suit in 1846, claiming that residency in free territory automatically ended his slave status. In 1852, the Supreme Court of Missouri denied his claim, ruling that the laws of other states had no effect on Missouri, except as that state decided.

Item:

Based on the above paragraph what can we infer about Dred Scott? J 1949

a. Scott became a free man.
*b. Scott remained a slave.
c. Scott ran away from Missouri to Illinois.
d. Scott was put into prison.

Give a reason for your choice.

Source: From the 8th grade model unit, Man and the Challenge of Majority-Minority Relationships, Appendix L, p. 42.

Directions: Read the paragraph below.

The citizens of Athens, those eligible to vote, numbered roughly 20,000. The total population including women, children, resident aliens, freedman slaves was close to 300,000. The whole body of citizens participated directly in the government. Every citizen had a seat in the popular assembly. A citizen could become a candidate for any office and, during the lifetime, almost every citizen held some office at least once.

Read each of the following statements carefully, then decide whether it is true, probably true, false, probably false, or that you are unable to say whether it is true or false from information provided in the paragraph. Circle the correct letter.

Item:

The women of Athens resented not being able to vote. J 1950

a. true b. probably true c. false d. probable false
*e. can't say

Freemen were not able to vote. J 1951

*a. true b. probably true c. false d. probably false
e. can't say

A citizen considered it his duty to run for office. J 1952

a. true b. probably true c. false d. probably false
*e. can't say

When slaves were freed they were able to vote. J 1953

a. true b. probably true *c. false d. probably false
e. can't say

Citizens were elected to governmental office. J 1954

a. true *b. probably true c. false d. probably false
e. can't say.

Source: From the 7th grade model unit, Man and the Challenge of the City, New Trier Township Elementary Schools District, Appendix I, p. 15.

Directions: After reading the paragraph, read each statement carefully, then decide whether it is probably true, probably false, or that it is impossible to say whether it is true or false from the information provided in the paragraph. In the space provided below each statement, give a reason for your choice.

It would appear as if industries which cause air pollution should not have to be shut down unless they are unwilling to pay the costs of air pollution devices. It would appear as if reducing automobile driving should not be necessary provided people are willing to pay for the air pollution devices that are available for automobiles. It would appear as if limiting the number of people living in a city should not be necessary since there are ways of controlling air pollution.

Item:

Large industries do not have to simply give up because they can operate and pollute less. J 2014

*a. probably true b. probably false c. can't say

We will have to limit the numbers of people moving to the city if we are to stop pollution. J 2015

a. probably true *b. probably false c. can't say

Automobiles will have to be limited to stop pollution. J 2016

a. probably true *b. probably false c. can't say

Source: Challenges in our Changing Urban Society, Laidlaw Brothers, p. 63.

Directions: After reading the paragraph, read each statement carefully, then decide whether it is probably true, probably false, or that it is impossible to say whether it is true or false from the information provided in the paragraph. In the space provided below each statement, give a reason for your choice.

Ram is a toothless little man who lives in a small village in India. He is a poor tenant farmer. He cannot read or write, but he is in no respect different from millions of others. At 39, he looks and feels like an old man. He and his wife had seven children, but only three, two sons and a daughter, are still alive. Both of his sons are married and live with him. He is worried because his daughter is not yet married.

Item:

Ram is a Hindu. J 2017

a. probably true b. probably false *c. can't say

Ram raises enough crops to sell for a profit. J 2018

a. probably true *b. probably false c. can't say

Ram has to support his daughter until she is married. J 2019

*a. probably true b. probably false c. can't say

Source: Exploring a Changing World,
Globe Book Co. , p. 67.

Directions: After reading the paragraph, read each statement carefully, then decide whether it is probably true, probably false, or that it is impossible to say whether it is true or false from the information provided in the paragraph. In the space provided below each statement, give a reason for your choice.

During the First World War, Lawrence of Arabia was asked by a British general to turn the scattered Arab forces into a fighting unit. To win the confidence of the Arabs, Lawrence became almost an Arab himself. He wore Arab clothing, learned Arabic and rode on camels. Under his leadership, the Arabs attacked Turkish supply trains and cities held by the Turks. He became known as a "train wrecker" and rewards were offered for his capture.

Item:

Lawrence had great courage. J 2020

*a. probably true b. probably false c. can't say

The Turks finally captured Lawrence and put him on trial. J 2021

a. probably true b. probably false *c. can't say

Lawrence could have been mistaken for an Arab. J 2022

*a. probably true b. probably false c. can't say

Lawrence was a positive force in helping the British to eventually win the war. J 2023

*a. probably true b. probably false c. can't say

Source: Exploring a Changing World, Globe Book Co., p. 55.

In 1740, Rutherford Wilkins inherited 2,000 acres of tidewater land from his father. The main product raised on this land is tobacco. He and Mrs. Wilkins have one son, Timothy, and a daughter, Martha.

Directions: Given the above information and from your knowledge of the English colonies, decide if you would assume the following statements to be true or false. Circle the "T", if you believe the statement to be probably true. Circle the "F", if you believe the statement to be probably false.

Item:

| | | | |
|---|---|---|---|
| T | *F | The Wilkins are Quakers. | J2256 |
| *T | F | Mr. Wilkins owns slaves. | J2257 |
| T | *F | Timothy and Martha go to a public school. | J2258 |
| T | *F | Mr. Wilkins sells most of his tobacco to Chinese merchants in exchange for silk cloth. | J2259 |
| T | *F | Mr. Wilkins will favor a protective tariff. | J2260 |
| *T | F | The Wilkinses consider themselves loyal subjects of the British monarch. | J2261 |
| *T | F | The plantation is located in a southern colony. | J2262 |
| T | *F | Mr. Wilkins was once an indentured servant. | J2263 |
| T | *F | Mr. Wilkins attends a weekly town meeting. | J2264 |
| *T | F | Mrs. Wilkins does very little cooking in the home. | J2265 |
| *T | F | Mr. Wilkins is an aristocrat. | J2266 |
| *T | F | There is a river near the plantation. | J2267 |
| T | *F | Mr. Wilkins is not eligible to vote or hold office. | J2268 |

Source: Henry Graff, The Free and the Brave. Rand McNally, 1967, pp. 79-80, 87-91, 102, 113.
Wilder, Ludlum, Brown, This Is America's Story, Houghton Mifflin, 1960, pp. 104-107.

Directions: Read the following paragraph very carefully.

India is a "democracy". It is governed by officials who are elected by the people. Every person in India who is 21 or older, despite his inability to read or write, may vote. A voter who cannot read can tell which ballot to cast by choosing his party's symbol. Symbols are shown on the ballot. Over 50 percent of the population of India is under 21 years of age.

Read each of the following statements carefully, and then decide whether it is probably true, probably false, or that you are unable to say whether it is true or false from the information provided in the above paragraph.

Item:

Since many people cannot read, their voting choices are bad ones. J2299

a. probably true b. probably false *c. cannot say

Fewer than 50 percent of the people choose the government officials. J2300

*a. probably true b. probably false c. cannot say

Everyone in India has the right to choose leaders. J2301

a. probably true *b. probably false c. cannot say

A voter must know his party's symbol, if he cannot read, to vote. J2302

*a. probably true b. probably false c. cannot say

A Democracy is the best form of government. J2303

a. probably true b. probably false *c. cannot say

Persons who are over 21 can make better decisions about choosing government leaders. J2304

a. probably true b. probably false *c. cannot say

India's democracy truly represents a majority of the people. J 2305

a. probably true *b. probably false c. cannot say

Due to lack of transportation, an election in India may take many months to complete. J 2306

a. probably true b. probably false *c. cannot say

India is ruled by elected representatives. J 2307

*a. probably true b. probably false c. cannot say

Someone who cannot read but who is under 21 can vote if he knows his party's symbol. J 2308

a. probably true *b. probably false c. cannot say

Directions: Read the following paragraph carefully.

Differences in Educational Levels in the U. S. and India

In the United States nearly everyone goes to school. At present, about six out of every ten Indian children between the ages of six and eleven are attending school. At high school and college levels, the attendance is also low compared to that of the U. S. Even though we have about 40 percent of India's population, there are about 4 times as many students in our high schools and colleges. In India more boys go to school than girls, more city children attend school than village children.

Read each of the following statements carefully, and then decide whether it is probably true, probably false, or that you are unable to say whether it is true or false from the information provided in the above paragraph.

Item:

If all of India's children would attend school, they would have a larger school population than the U.S. J 2309

*a. probably true b. probably false c. cannot say

Indian children who do not attend school are ignorant. J 2310

a. probably true b. probably false *c. cannot say

Because of their larger population, India has more high school students than the U. S. J 2311

a. probably true *b. probably false c. cannot say

It appears that there are fewer schools in the cities than in the villages of India. J 2312

a. probably true *b. probably false c. cannot say

The U. S. is generally a better educated country than India. J 2313

*a. probably true b. probably false c. cannot say

In the U. S. girls have more of a chance for an education than in India. J 2314

*a. probably true b. probably false c. cannot say

In India, only the best students are allowed to enter school and continue their education. J 2315

a. probably true b. probably false *c. cannot say

India will be able to increase the number of students attending elementary school more easily than will the U. S. J2316

*a. probably true b. probably false c. cannot say

Directions: Many elements combine to determine the size of a country's population and the conditions in which the people live. Read the following chart and note the comparisons between India and the U.S.

| | India | U. S. |
|---|---|---|
| Population: | 483 million | 200 million |
| Rate of yearly population increase: | 2 percent | 1½ percent |
| Population density; persons per square mile: | 400 | 54 |
| Urban Population: | 15 percent | 66 percent |
| Life expectancy: | 42 years | 72 years |
| Percent of population under 14 years: | 50 percent | 31 percent |
| Infant mortality; percent of babies born: | 10 percent | 1 percent |
| Literacy rate: | 27 percent | 92 percent |
| Average per capita yearly income: | 80 dollars | 3000 dollars plus |

Given the above table, circle "A" if the statement is probably true, "B" if the statement is probably false, "C" if the statement cannot be answered from information on this chart.

Item:

| | | | | |
|---|---|---|---|---|
| *A | B | C | India will continue to increase its lead in population over the U.S. if the rate of yearly increase continues. | J2317 |
| *A | B | C | The U. S. has more persons living in cities than India. | J2318 |
| A | *B | C | If India and the U. S. had the same population, India would grow faster than the U. S. if infant mortality were the only factor involved. | J2319 |
| A | B | *C | Any American is wealthier than any Indian. | J2320 |
| *A | B | C | Although more of India's population is under 14, those in the U. S. can expect to live longer. | J2321 |
| A | B | *C | The most important element which determines how large a population becomes on the chart, is rate of yearly increase. | J2322 |
| *A | B | C | Americans are generally richer, live longer, and have more living space than Indians. | J2323 |
| A | B | *C | There are fewer people over 65 in India than in the U. S. | J2324 |
| A | *B | C | Since India's life expectancy is lower than in the U. S., their population is growing smaller daily. | J2325 |
| *A | B | C | The majority of Indians make little money, live in a village and can expect to live relatively short lives. | J2326 |

Directions: Read the following paragraphs carefully.

The growth of American industry has brought great materialistic prosperity. Science and technology have worked together to develop a highly complex and efficient economic society. Goods and services are easily obtained, and the standard of living is high.

Environmental pollution is destroying our natural resources of land, air and water, and reducing the quality of life. The pollution from our materialistic economy is going to choke the life out of our world if it is not controlled.

Read each of the following statements carefully. If you decide the statement is probably true, circle the "A"; if probably false, circle the "B"; if you can not say definitely whether it is true or false based on the information presented in the above paragraphs, circle the "C".

Item:

| | | |
|---|---|---|
| A B *C | Our technology is NOT developed enough to solve the pollution problem. | J 2362 |
| *A B C | America is a wealthy country. | J 2363 |
| A B *C | America's natural resources are beyond recovery. | J 2364 |
| A *B C | The growth of industry has NOT hurt our rivers and lakes. | J 2365 |
| A B *C | The religious and moral values of America have declined. | J 2366 |
| *A B C | Pollution is an important problem in America. | J 2367 |
| A *B C | Workers can buy few goods for their wages. | J 2368 |

Directions: The following are summary statements about the American industrial society either as it is today or as it has developed. Judge each statement based upon your total knowledge of the growth and development of our society. Read each of the following statements carefully and then decide whether it could be true, could be false, or that you are unable to say whether it is true or false.

Item:

The American labor movement has made few real gains and is not much better off in the 1970's than it was in the 1920's. J 2424

a. probably true *b. probably false c. can't say

The agricultural revolution has not been as successful as the industrial revolution and we still have to import much of our food. J 2425

a. probably true *b. probably false c. can't say

The growth of heavy industry, especially in the East and around the Great Lakes, has brought death and destruction to some of our lakes and rivers. J 2426

*a. probably true b. probably false c. can't say

The American worker is better off than his European counterpart in the way of working conditions and what he can buy. J 2427

*a. probably true b. probably false c. can't say

A socialist economy would have provided a healthier environment with much less industrial pollution. J 2428

a. probably true b. probably false *c. can't say

The American working man has fought a long hard battle to obtain the benefits he enjoys today. J2429

*a. probably true b. probably false c. can't say

Monopolies served a useful function in the late 19th century of conserving and protecting our natural resources. J2430

a. probably true *b. probably false c. can't say

The so-called prosperity of the 1920's would have continued through the 1930's if it had not been for the stock market crash of 1929. J2431

a. probably true *b. probably false c. can't say

Material goods are more available to the American public today because of computers and automation. J243

*a. probably true b. probably false c. can't say

Industrial development on the moon will relieve the pollution problem on earth. J2433

a. probably true b. probably false *c. can't say

# SECTION K

# DETERMINING RELEVANCY

Objective: THE CHILD WILL DISPLAY HIS ABILITY TO DISTINGUISH BETWEEN FACTS THAT ARE RELEVANT AND FACTS THAT ARE NOT RELEVANT TO A SITUATION OR PROBLEM BY CORRECTL IDENTIFYING THE RELEVANT AND NON-RELEVANT PHRASES.

Directions: Read the sentence below and decide whether the following statements are helpful in proving the sentence. Circle the a if it is helpful, circle the b if it is not helpful.

The building of the Panama Canal was an accomplishment that made Americans proud of their engineering and medical skills.

Item:

| | | | |
|---|---|---|---|
| a-helpful | *b-not helpful | The United States had long wanted to build a canal through the Isthmus of Panama. | K 1157 |
| a-helpful | *b-not helpful | A French Company that had failed in its own efforts to construct a canal asked $109,000,000 for its equipment and rights. | K 1158 |
| *a-helpful | b-not helpful | The building of the Panama Canal, begun in 1904, took ten years. | K 1159 |
| a-helpful | *b-not helpful | In June, 1902, Congress enacted a bill that provided for building a Panama Canal. | K 1160 |
| *a-helpful | b-not helpful | Before it was completed, the steam shovels had removed about 211,000,000 cubic yards of earth. | K 1161 |
| *a-helpful | b-not helpful | Before the work on the canal ended, medical teams had found ways to wipe out two dreaded diseases in that part of the world: yellow fever and malaria. | K 1162 |

Source: Graff, Henry F., The Free and the Brave, Rand McNally and Co., 1967, pp. 567-569.

Directions: Read the sentence below and decide whether the following statements are helpful in proving the sentence. Circle the a if it is helpful, circle the b if it is not helpful.

Samuel Gompers was an ardent leader of the AFL.

Item:

| | | | |
|---|---|---|---|
| a-helpful | *b-not helpful | He was born in London, England. | K 1163 |
| *a-helpful | b-not helpful | He was president of the AFL for thirty-seven years. | K 1164 |
| a-helpful | *b-not helpful | He wore a Prince Albert coat and thus looked and behaved much like a banker. | K 1165 |
| *a-helpful | b-not helpful | He worked for the day-to-day gains of federation members. | K 1166 |
| a-helpful | *b-not helpful | He lived in an era when labor unions were becoming powerful. | K 1167 |

Source: Bragdon, Henry and McCutchen, Samuel, *History of a Free People*, New York, Macmillan Co., 1967, p. 437.

Directions: Decide whether the following statements would be helpful in preparing a report entitled "The Muckrakers and Their Influence on Social Reform". Circle the a if it would be helpful, circle the b if it would not be helpful.

Item:

| | | |
|---|---|---|
| a-helpful *b-not helpful | Jane Addams, a great humanitarian, founded Hull House. | K 1168 |
| *a-helpful b-not helpful | The Jungle, by Upton Sinclair, portrayed horribly unsanitary conditions in slaughterhouses. | K 1169 |
| a-helpful *b-not helpful | Some muckrakers were novelists who put their criticisms of existing conditions into fictional form. | K 1170 |
| *a-helpful b-not helpful | Frank Norris told how railroads lorded it over wheat farmers in a rich western valley. | K 1171 |
| *a-helpful b-not helpful | Articles in The Ladies' Home Journal and Collier's Weekly revealed that so-called patent medicines were generally useless and sometimes contained dangerous drugs. | K 1172 |
| a-helpful *b-not helpful | Charles Evans Hughes probed life insurance companies in New York. | K 1173 |

Source: Bragdon, Henry and McCutchen, Samuel, History of a Free People, New York, Macmillan Co., 1967, p. 529-530.

Directions: Read each of the following paragraphs and choose which of them would be helpful in writing a report entitled, "Causes of the Depression".

Item:

K 1174

When the Great Depression, as it was called, first came, Hoover held conferences at the White House with heads of railroads and leaders of industry. He tried to persuade them not to fire employees and to go ahead with their programs of expansion. In short, his first step was to ask for the "voluntary" cooperation of businessmen.

Circle the correct answer.

a. This paragraph helps.
*b. This paragraph does not help.

K 1175

Especially hard hit were workingmen in industry, because people who suffered losses in the stock market cut down their buying of factory goods. This resulted in many unsold products, and manufacturers were forced to lay off the employees who had produced them. At first thousands and then millions were thrown out of work.

Circle the correct answer.

*a. This paragraph helps.
b. This paragraph does not help.

K 1176

The world seemed upside down for Americans. Once they had been proud because many humble men and women had gone from rags to riches in the United States. Now they had to face the fact that millions had within a short time gone from riches to rags.

Circle the correct answer.

a. This paragraph helps.
*b. This paragraph does not help

K 1177

The prolonged slump in agriculture was like a cancer sapping the economic life of the entire country. The shrinkage of farmers' purchasing power cut down the market for manufactured goods and so kept factories from producing to capacity and workers from finding employment. The declining value of farms made it harder for farmers to get credit and imperiled banks that had invested in farm mortgages.

Circle the correct answer.

*a. This paragraph helps.
b. This paragraph does not help.

K 1178

But early in September, 1929, prices in the stock market, where stock in industries was sold, began to fall, possibly an indirect result of poor money conditions in Britain. The drop continued, until by early November stock prices had fallen to 50 percent of what they had been only a few weeks before.

Circle the correct answer.

*a. This paragraph helps.
b. This paragraph does not help.

K 1179

Hundreds of thousands of jobless people with no other place to lay their heads slept in the parks or if they were lucky—in abandoned factories, where it was warmer than outdoors. It is estimated that a million people—young and old—were "on the road" in 1931.

Circle the correct answer.

a. This paragraph helps.
*b. This paragraph does not help.

Source: Graff, Henry F., The Free and the Brave, Chicago, Rand McNally and Co., 1967, pp. 627-629.

Bragdon, Henry and McCutchen, Samuel, History of a Free People, New York, Macmillan Co., 1967, p. 597.

Directions: Read each of the following paragraphs and choose which of them would be helpful in writing a report entitled, "Changes That FDR Brought to American Life".

Item:

Roosevelt was the first President to use the radio in carrying out his duties and the first to appear on television. (He was televised by the National Broadcasting Company at the opening of the New York World's Fair on April 30, 1939.) K 1180

Circle the correct answer.

*a. This paragraph helps.
b. This paragraph does not help.

We shall never know for sure whether or not Roosevelt's measures would have brought an end to the depression if they had not been interrupted by the war. As late as 1939 almost nine and a half million people were still unemployed, and well over four billion dollars was being spent on various programs of relief. K 1181

Circle the correct answer.

a. This paragraph helps.
*b. This paragraph does not help.

A British magazine stated the following, "Mr. Roosevelt may have given the wrong answers to many of his problems. But he is at least the first President of modern Americans who has asked the right questions." K 1182

Circle the correct answer.

a. This paragraph helps.
*b. This paragraph does not help.

F.D.R. worked for public-housing. What he did was the beginning of the urban-renewal programs that were carried out by later administrations. K 1183

Circle the correct answer.

*a. This paragraph helps.
b. This paragraph does not help.

Roosevelt established a Good Neighbor policy toward the people and countries of Latin America and announced that he was against interfering in their affairs. He was the first President to visit Hawaii and South America. K 1184

Circle the correct answer.

*a. This paragraph helps.
b. This paragraph does not help.

The President's second inaugural address was a statement of concern because the country, blessed with great resources, still had so many people living in poverty. In words which became famous FDR said, "I see one-third of a nation ill-housed, ill-clad, ill-nourished." K 1185

Circle the correct answer.

a. This paragraph helps.
*b. This paragraph does not help.

Source: Graff, Henry F., The Free and the Brave
Chicago, Rand McNally and Co., 1967, pp. 642-644.

Directions: Read the sentence below and decide which of the statements would be helpful and which would not be helpful in proving the main statement. Circle the A if the statement would be helpful; circle the B if the statement would not be helpful.

Samuel de Champlain deserved the title, "Father of New France".

Item:

| | | |
|---|---|---|
| A *B | Champlain was born on France's western coast. | K 1257 |
| *A B | Champlain created a colony based on religious tolerance in the New World. | K 1258 |
| A *B | Champlain was an ambitious young man. | K 1259 |
| *A B | Champlain was one of the first French explorers in the New World. | K 1260 |
| *A B | Champlain and Pontgrave founded Quebec. | K 1261 |

Source: "The French Experiment". The Free and the Brave, Rand McNally and Co., pp. 47-54.

Directions: Read the sentence below. Decide whether or not the statements that follow it would be helpful or would not be helpful in proving the main sentence. Circle the A if the statement would be helpful; circle the B if the statement would not be helpful.

Jefferson thought those who worked as farmers were superior to those who did not.

Item:

| | | |
|---|---|---|
| *A B | Jefferson disliked industry because he believed it weakened a man's character. | K 1262 |
| *A B | Jefferson stated that large cities close together become corrupt. | K 1263 |
| A *B | Jefferson left Philadelphia and traveled to Lake George in 1791. | K 1264 |
| *A B | Jefferson was concerned that rapid industrial growth would harm the farmer. | K 1265 |
| A *B | Jefferson was Secretary of State. | K 1266 |

Directions: Read the sentence below. Decide whether or not the statements that follow it would be helpful or would not be helpful in proving the main sentence. Circle the A if the statement would be helpful; circle the B if the statement would not be helpful.

George Washington was the popular choice for the first President of the United States.

Item:

| | | |
|---|---|---|
| A *B | George Washington wished to remain at Mount Vernon for the rest of his life. | K 1267 |
| *A B | Washington's leadership was respected. | K 1268 |
| *A B | General Washington did much during the colonies' struggle for independence. | K 1269 |
| A *B | George Washington owned slaves and a plantation. | K 1270 |
| *A B | Washington had the support of the important men who had been members of the Constitution committee. | K 1271 |

Source: "The First Years Under Presidents", The Free and the Brave, Rand McNally and Co., pp. 247-268.

Directions: Your assignment is "Cowboy Life on a Ranch in the Middle 1800's". Below are several paragraphs for you to read very carefully. Decide if the paragraphs are relevant or not relevant to your assignment.

Circle your answer.

Item:

Horses are assigned, and then to all intents and purposes they become the property of the man. Some foremen do not let men trade horses among themselves. . . K 1407

a. This paragraph helps.
*b. This paragraph does not help.

The wagon outfit consists of the "chuck wagon" which carries the food, bedding and tents, and from the back of which the food is prepared over an open fire. The "hoodlum wagon", which carries the water barrel, work and branding irons, furnishes the "chuck wagon" with water and wood, the branding crew with wood, and attends all round-ups or branding pens with a supply of drinking water. K 1408

*a. This paragraph helps.
b. This paragraph does not help.

A ranch in its entirety is known as an "outfit", and yet in a general way the word "outfit" suggests the wagon outfit which does the cow-work and lives in the open from April 15th, when work begins, to December 1st, when it ends. K 1409

a. This paragraph helps.
*b. This paragraph does not help.

An "outlaw" is a horse which no amount of riding or handling will subdue. He is "turned in" and sold in the "scalawag" bunch which goes out every year and includes the horses no longer fit for cow use. They are bought by traders who take them into some of the older southern states and sell them to Negro tenants for cotton horses. K 1410

a. This paragraph helps.
*b. This paragraph does not help.

At headquarters a bunk horse is always provided which is usually known as "the dog horse" or "the dive." No gambling is permitted on the ranches, but the cowboy's great game, "auction pitch", or dominoes or stag dances or music fills the hours of recreating, divided with the great cowboy occupation of "quirt" (whip) making, in which they are masters. The use of liquor is not permitted on the S.M.S. ranches or by men when on duty away from the ranches. K 1411

*a. This paragraph helps.
b. This paragraph does not help.

Every cowboy furnishes his own saddle, bridle, saddle blanket, and spurs; also his bedding, known as "hot roll", a 16 to 20 oz. canvas "tarp" (tarpaulin) about 18 feet long doubled and bedded in between, usually composed of several quilts known as "suggans" and blankets - rarely a mattress, the extra quilts serving as a mattress. The top "tarp" serves as extra covering and protects against rain. K 1412

* a. This paragraph helps.
b. This paragraph does not help.

Source: "The S.M.S. Ranch", Discovering American History,
Holt, Rinehart and Winston, pp. 524-527.

Directions: Your assignment is "The Story of the Oklahoma Territory Land Rush". Below are several paragraphs for you to read carefully. Decide if the paragraphs are relevant or not relevant to your assignment.

Circle the correct answer.

Item:

Then they commenced a wild tear (race) out east, and each man, as he found an unclaimed lot, proceeded to stake it out and to hold it down. The process of securing the lots, as in general adoption, is simple in the extreme. First of all a stake is driven in the ground, with or without a placer attached, setting forth the name of the claimant. Then the new owner paces off the ground he proposes to occupy for a residence or business house. K 1413

*a. This paragraph helps.
b. This paragraph does not help.

The voices of the men pulsed powerfully and cheerfully across the narrowing field of unreaped grain, the prairie hens led forth their broods to feed, and at last, father's long-drawn, and musical cry, "Turn out! All hands turn out!" rang with restful significance through the dusk. K 1414

a. This paragraph helps.
*b. This paragraph does not help.

... He would be a rash prophet who should assert that the expansive character of American life has now entirely ceased. Movement has been its dominant fact, and, unless this training has no effect upon a people, the American energy will continually demand a wider field for its exercise. But never again will such gifts of free land offer themselves... K 1415

a. This paragraph helps.
*b. This paragraph does not help.

Few of the thousands of seekers of something for nothing, who have used this city as their last halting place prior to making the rush into Oklahoma, went to bed last night. They spent the night on the street, at the depot, and in and out of hotel lobbies. K 1416

*a. This paragraph helps.
b. This paragraph does not help.

Two men got on the cowcatcher of the locomotive but had to be removed. On a later train, however, a man rode the whole journey of eighty-nine miles on the cowcatcher. There were only two ladies on the train. K 1417

*a. This paragraph helps.
b. This paragraph does not help.

Source: "Oklahoma, The Last Chance", Discovering American History, Holt, Rinehart and Winston, pp. 536-539.

Directions: Your assignment is the topic, "Slaves Were Not Mistreated by Their Masters". Below are several paragraphs for you to read carefully. Decide if the paragraphs are relevant or not relevant to the assignment.

Item:

With regard to the accommodations [housing] and general comfort of the slaves in this country, there is no question but that they enjoy a greater share of the blessings of life than falls to the lot of the laboring poor of most countries. K 1418

Circle the correct answer.

*a. This paragraph helps.
b. This paragraph does not help.

The Negro slavery is. . . a sad blot on our free country . . . No satisfactory plan has yet been devised for taking out the stain . . . K 1419

Circle the correct answer.

a. This paragraph helps.
*b. This paragraph does not help.

Their labor is, comparatively, light and easy, so that an industrious Negro can very easily accomplish his task early in the afternoon, and the rest of the time is at his own disposal . . . K 1420

Circle the correct answer.

*a. This paragraph helps.
b. This paragraph does not help.

In case of sickness they have every medical attention necessary . . . In additon to which, in cases of severe illness, one or more of the family to which invalids may belong are permitted to wait upon them. . . K 1421

Circle the correct answer.

*a. This paragraph helps.
b. This paragraph does not help.

There are three hundred and fifty thousand slaveholding aristocrats in the South, says the senator—men at war with liberty, and dangerous to the republic. K 1422

Circle the correct answer.

a. This paragraph helps.
*b. This paragraph does not help.

Source: "Views of Slavery", Discovering American History, Holt, Rinehart and Winston, pp. 453-479.

Directions: Your assignment is the topic, "The Negro Sit-Ins in the 1960's". Below are several paragraphs for you to read carefully. Decide if the paragraphs are relevant or not relevant to the assignment.

Item:

"Yes, I think the Negro has been discriminated against," she said, "and I think they should be helped along. But I don't think their problem is educational. It's social. I know that some Negroes think, "why should I bother to get an education if I can't get a job afterwards?"—and that's what I mean by a social problem. It's up to large corporations to give them jobs." K 1423

Circle the correct answer.

a. This paragraph helps.
*b. This paragraph does not help.

...[we] walked up the street to the Todd and Armistead Drug Store. Robert and a Negro girl sat down at the rather small counter. I sat down next to the young lady. Immediately a waitress put up a cardboard sign on which was scrawled in crayon, "counter closed". The counter employees went into the back room and no one said anything to us. K 1424

Circle the correct answer.

*a. This paragraph helps.
b. This paragraph does not help.

"They're closing an hour and a half ahead of time—just to keep us from sitting here," a Negro girl cried. Lights started flashing off. One of the policemen assigned to stand by said, "All right, let's get out." K 1425

Circle the correct answer.

*a. This paragraph helps.
b. This paragraph does not help.

"This is most of all a moral issue," he said. "What right does anybody--anybody--have to tell me what to do? Where does it all end? I worked with Negroes on a construction job for seven years. They don't work hard or help their children in school or care about their families or keep their homes clean..." K 1426

Circle the correct answer.

a. This paragraph helps.
*b. This paragraph does not help.

Under this plan, a predominantly white school is linked with a predominantly Negro-Puerto Rican school--some grades attending one school and the remaining grades attending the other, thus achieving a racial mixture in both. This integration, proponents of the plan maintain, would end the "ghetto complex". K 1427

Circle the correct answer.

a. This paragraph helps.
*b. This paragraph does not help.

But the opposition was alerted. The first lunchrooms the Negroes tried were already filled with hostile white students when they arrived. As the Negroes departed, the white students jumped up and raced them to wherever they headed next. K 1428

Circle the correct answer.

*a. This paragraph helps.
b. This paragraph does not help.

Source: "The Sit-Ins, 1960," Discovering American History, Holt, Rinehart and Winston , pp. 729-735.

Directions: Your assignment is the topic, "United States Foreign Policy Acts Undemocratically With Small Countries Because of Its Fear of Communism". Below are several paragraphs for you to read carefully. Decide if the paragraphs are relevant or not relevant to your assignment. Circle your answer.

Item:

To those old allies whose cultural and spiritual origins we share, we pledge the loyalty of faithful friends. United, there is little we cannot do in a host of cooperative ventures. Divided, there is little we can do - for we dare not meet a powerful challenge at odds and split asunder. K1429

a. This paragraph helps.
*b. This paragraph does not help.

... America's best intentions are subverted (undercut) by its primary allegiance to anti-communism. Where it must choose between reform and a dictator who is "anti-communist," it chooses the latter, agrees to postpone the former... K1430

*a. This paragraph helps.
b. This paragraph does not help.

Communism has won only in China, North Viet Nam, and Cuba, so far. But as the revolution continues and accelerates (moves faster), other nations will turn to communism, other nations will become more unfriendly to the United States...Unless... we can convince the radical nationalists...that we are not interested in them primarily for military bases and spheres of investment, but because we truly want to help them, the pendulum will swing further away from us. K1431

a. This paragraph helps.
*b. This paragraph does not help.

To our sister republics south of the border, we offer a special pledge - to convert our good words into deeds, in a new alliance for progress, to assist free men and free governments in casting off the chains of poverty. K1432

a. This paragraph helps.
*b. This paragraph does not help.

In Guatemala the dictator, Gorge Ubico, was ousted in 1944 and a democratic-minded former school teacher, Juan Jose' Arevalo, was elected to office. Following his full six-year term, Jacobe Arbenz, a military officer with leftist leanings, became president. Under the two regimes, until Arbenz was ousted by a U.S. sponsored coup, there were significant social reforms. ...There is no question that many communists associated themselves with the Arbenz cause... and no doubt rose to prominent positions. This became a cause of concern in Washington... (however,) instead of... aiding (the) reforms (of the Arbenz regime) and drawing it away from communists, the Central Intelligence Agency assumed the task of overthrowing it.... K1433

*a. This paragraph helps.
b. This paragraph does not help.

To those people in the huts and villages across the globe struggling to break the bonds of mass misery, we pledge our best efforts to help them help themselves, for whatever period is required - not because the communists may be doing it, not because we seek their votes, but because it is right. If a free society cannot help the many who are poor, it cannot save the few who are rich. K1434

a. This paragraph helps.
*b. This paragraph does not help.

Source: "We Shall Bear any Burden" and "The Wrong Approach", Discovering American History, Holt, Rinehart and Winston, p. 763 and p. 766.

Directions: Read the sentence below and decide whether the following statements are helpful or not helpful in proving the sentence. Circle the "A" if helpful and "B" if not helpful.

Because of the Crusades, many Europeans traveled farther than they ever had before.

Item:

A *B The Crusades occurred between the 11th and the 13th centuries. K1453

A *B Popes of the Catholic Church gave their blessings to kings who wished to go on crusades to the Holy Land. K1454

*A B The demand for spices, oils and perfumes from the Middle East had a great impact on trade and travel. K1455

A *B There was no central authority to unite people under one government - nations such as France and England had not been formed. K1456

*A B Advances in culture and knowledge were rapidly made due to the opening of trade routes between the east and west. K1457

Source: "Introduction", Discovering American History, Holt, Rinehart and Winston, p. 3.

Directions: Your teacher has assigned you a report on "The Earliest Known Civilizations were Black". Below are paragraphs for you to read. If the paragraph helps, circle the A; circle B if the paragraph does not help.

Item:

Man originated in Africa...Ancient Egypt, which has been called the "cradle of civilization " was at least one-third black. Some scholars consider the ancient Egyptians to have been a distinct race formed by the mixture of peoples from across the Mediterranean Sea, tribesmen from the east, and Ethiopians from the south. Some ancient Greek writers spoke of the Egyptians as "black and wooly-headed". Mosaic murals clearly show black, brown, and white Egyptians. Several pharaohs and their queens were black. If ancient Egypt was indeed the cradle of civilization, then there was a pronounced black influence upon that civilization. K 1468

*a. This paragraph helps.
b. This paragraph does not help.

When the Portuguese explorers first visited West Africa in 1444, they were encountering a civilization that was essentially comparable to that of Europe. K 1469

a. This paragraph helps.
*b. This paragraph does not help.

Ghana, Mali, and Songhay were the great empires of Africa, but there were lesser states to the east and south, notable Mossi, Hausa, Kanem-Bornu, and Ashanti. Some retained their identities until the 19th century when British, French, and other colonial powers subjugated them. K 1470

a. This paragraph helps.
*b. This paragraph does not help.

Excavations in the Congo have revealed the existance of the Ishongo people who lived eight thousand years ago and used a primative abacus or multiplication table. In the Sahara Desert diggers discovered beautiful naturalistic paintings of black men and women made three thousand years before Christ, indicating that life flourished there. K 1471

*a. This paragraph helps.
b. This paragraph does not help.

When the Arabs swept across North Africa they discovered black civilizations that were already thousands of years old. When Europe was mired in the ignorances and isolation of its Dark Ages, powerful kingdoms flourished in northwest Africa. It is possible that they exceeded the European monarchies in wealth, organization, and intellectual attainment. K1472

*a. This paragraph helps.
b. This paragraph does not help.

The Africans were certainly on an economic par with Europe. The basis of wealth was agriculture. Despite the problems presented by the jungle and insects, Africans were among the best farmers in the world. They had variety in their crops, used fertilizers, and raised cattle, sheep and chickens. K1473

a. This paragraph helps.
*b. This paragraph does not help.

Source: "African Past", Slavery in America, McGraw-Hill, pp. 13-15.

Directions: Your teacher has assigned you a report on "Slavery is an Old Institution". Below are paragraphs for you to read. If the paragraph helps, circle the a; circle b if the paragraph does not help.

Item:

It might be argued to good effect (which does not mean that it is necessarily true) that the western hemisphere would never have reached its present state of development were it not for slavery. A telling point in this argument would be that the New World suffered from a severe and chronic labor shortage. Large numbers were needed, initially, to work the gold and silver mines.... K1474

a. This paragraph helps.
*b. This paragraph does not help.

Ancient slavery had little if anything to do with race. Victors enslaved the vanquished without discrimination. The Romans enslaved the Britons, but considered them inferior slaves. Egyptians enslaved Ethiopians and vice versa. There is a mosaic mural depicting white slaves given by the Emperor of Ethiopia to a pharaoh. K 1475

*a. This paragraph helps.
b. This paragraph does not help.

Slavery is probably as old as civilization. Until the white man came to Africa, slavery was usually an adjunct of war. People defeated in a war were enslaved. Great numbers of them were brought back to the victor's homeland and forced into bondage. Babylon, Egypt, Persia, Greece and Rome practiced slavery. K 1476

*a. This paragraph helps.
b. This paragraph does not help.

The slave owners and the apologists for slavery took comfort in the knowledge that they did not invent slavery and that Africans themselves practiced slavery. This is true, but it is also true that American slaves were treated more harshly and that slavery in America served a different purpose from slavery in previous times. K 1477

a. This paragraph helps.
*b. This paragraph does not help.

Slavery never had much future in Europe. Most of the slaves worked as domestic servants, although some toiled in the fields or on the docks. But Europe had relatively little need for slave labor. Europe had an ample supply of indigenous white labor, and Europeans would never remain idle while slaves were employed. K 1478

a. This paragraph helps.
*b. This paragraph does not help.

In the middle ages, Christians and Moslems enslaved each other and justified it on the basis of religion. Moors were enslaved by Christians of Spain, France, Italy, and other countries. Moslems placed any Christians they captured in bondage. In 1721, an English mission, seeking to ransom British captives, reported that in the Moslem city of Meknes 300 English, 400 Spaniards, 150 Portuguese, 152 French, 57 Dutch and 25 Genoese were in chains. K 1479

*a. This paragraph helps.
b. This paragraph does not help.

Source: "The Origins of Slavery," Slavery in America, McGraw-Hill, pp. 21-26.

Directions: Your teacher has assigned you the topic, "The Monroe Doctrine". As you begin your assignment you are to read the following paragraphs to see which ones will be helpful. Circle a if the paragraph helps you; circle b if it does not help.

Item:

I never, till now, fully realized the truth and justice of (James) Monroe's declaration (of 1823), that no power must ever be permitted to establish a colony on this continent. The more I reflect on the subject the more I am convinced that the interests, both of Europe and of this country, require that that declaration shall be maintained....(Should) Great Britain permanently secure the control of Texas, it will be....inconsistent with the interest of every portion of the U.S. K 1485

*a. This paragraph helps.
b. This paragraph does not help.

... However our present interests may restrain us within our own limits, it is impossible not to look forward to distant times, when our rapid multiplication will expand itself beyond those limits, and covers the whole northern, if not the southern continent, with a people speaking the same language governed in similar forms and by similar laws... K 1486

a. This paragraph helps.
*b. This paragraph does not help.

... (The) American continents, by the free and independent condition which they have assumed and maintained, are henceforth not to be considered as subject for further colonization by any European power... K1487

*a. This paragraph helps.
b. This paragraph does not help.

Monroe announced his famous Doctrine partly in reply to a proposal made by the head of the British foreign office, George Canning. Canning wanted the U.S. to join with Great Britain in telling European powers to stay out of South America. Many of Spain's South American colonies had rebelled and formed republics. Britain was afraid other European nations would help Spain recapture the lost colonies. K1488

*a. This paragraph helps.
b. This paragraph does not help.

This ... is an old and hackneyed doctrine; that a republic ought not be too extensive....Is the Goddess of Liberty restrained by water courses? Is she governed by geographical limits? Are her dominions on this continent confined to the east side of the Mississippi? So far from believing in the doctrine that a republic ought to be confined within narrow limits, I believe, on the contrary, that the more extensive its dominions the more safe and more durable it will be. K1489

a. This paragraph helps.
*b. This paragraph does not help.

Source: Numbers 14, 15,16 and 17, Discovering American History, Holt, Rinehart and Winston, pp. 306-308.

Directions: Your teacher has assigned you a report on "The Crusades Contributed Much to the Growth of the Italian Cities". Read the following paragraphs and see which ones help with your report. Circle a if the paragraph helps; circle b if the paragraph does not help.

Shortly before the year 1100 the Pope called upon the rulers of Europe and all Christian warriors to win back Palestine, the land where Jesus Christ was born. He pointed out that for many years Christians had made pilgrimages to the places in Palestine where Jesus once lived and taught. This land had been conquered by some fierce Turks who were not Christians but Mohammedans. K1490

a. This paragraph helps.
*b. This paragraph does not help.

When the Crusaders came home from the East, they brought fine clothing of silk and linen, beautiful rugs and costly jewels, sugar and coffee and spices, drugs and perfumes. The stories they told fired the imaginations of people everywhere. The Crusaders' friends became eager to obtain such wonderful things for themselves. From that time on trade with the ast increased greatly. K1491

a. This paragraph helps.
*b. This paragraph does not help.

The Crusades and the heavier trade in eastern goods combined to make Italian cities like Venice and Genoa rich and powerful. Thousands of Crusaders made their way across Europe to these cities. From there Italian ships carried the fighting men, with their tents, horses, and supplies, across the Mediterranean to its eastern shores. When these ships returned to Italy, they carried goods from the East. From Venice and Genoa, traders took many of these eastern goods to the trading centers of Europe. K1492

*a. This paragraph helps.
b. This paragraph does not help.

Before and during the Crusades some merchants of Asia gathered the products of the East and started moving toward Europe. From China (then called Cathay) and India they carried their goods westward across the deserts and mountains of Asia by caravans of camels. At times they traveled part way by sea. The goods were often sold to other merchants at some eastern trading center, such as Mecca. K1493

a. This paragraph helps.
*b. This paragraph does not help.

By the time the Crusades ended in 1291, the merchants and shipowners of Italy controlled the European trade with the East. To their docks and warehouses came the riches of the East and the goods Europeans had to exchange for them - amber, furs, hides, lumber, tin, and woolen cloth. K 1494

*a. This paragraph helps.
b. This paragraph does not help.

Source: "A Growing Trade Promotes Exploration", Our United States, Laidlow Brothers, pp. 48-50.

Directions: You have been assigned the topic "The Rise of the Middle Class in Europe". Read the following paragraphs and see which ones help with your report. Circle a if the paragraph helps; circle b if the paragraph does not help.

Item:

Most European people of that day believed in the teaching of the Roman Catholic Church. The Pope was thought of as the spiritual ruler of all western Europe. Even the kings of Europe were obliged to accept his decisions. K 1495

a. This paragraph helps.
*b. This paragraph does not help.

In time some castles developed in communities called castle towns. Each castle town needed men to do special jobs, such as making shoes or clothes. A man or two was needed to make armor and weapons. As time passed, some of these men who made things for others opened little shops in the front rooms of their houses. In this way they became merchants as well as craftsmen. K 1496

*a. This paragraph helps.
b. This paragraph does not help.

During the early Middle Ages there were two classes of people in Europe, the nobles, or rich men, and the peasants, or poor people. The nobles lived in castles and owned the land. When a noble died, his land and castle passed intact to his oldest son. Since the other sons did not inherit their father's property, they stayed in their class by getting themselves appointed to military or church offices or by marrying the daughters of nobles. K1497

a. This paragraph helps.
*b. This paragraph does not help.

As their businesses grew, the best craftsmen were allowed to train apprentices and so make more goods to sell. Besides supplying their fellow townsmen with shoes or cloth or armor, they often made some to trade for other goods they wanted. In this way there grew up a merchant class. It was from this group that traders came to Venice and Genoa to buy the goods of the Far East for the castle towns. With them they brought woolen cloth for resale in the East. K1498

*a. This paragraph helps.
b. This paragraph does not help.

The Middle Ages (500-1500) was a period of ignorance and superstition. Very few people except the clergy were educated. People were willing to believe fantastic things, even to the existence of giants, dragons, and two-headed creatures. Many were convinced that the world was flat and that a ship which sailed over the edge would fall off. K1499

a. This paragraph helps.
*b. This paragraph does not help.

As merchants and traders made money and improved their condition, they gradually formed a third social class. The nobles, born into their class, looked down upon the merchants, while the serfs looked up to them. Anyone with intelligence and the will to work could rise to an important place in the merchant class, no matter how lowly his birth... It is important to note that the merchants' wealth was in money, docks, warehouses, and equipment and not in land. By the 1400's the possession of money made a man almost as important as the possession of land and a title. K 1500

*a. This paragraph helps.
b. This paragraph does not help.

Source: Numbers 2 and 3, Our United States,
Laidlaw Brothers, pp. 48-52.

Directions: You have been assigned the topic "Inventions During the Renaissance had a Profound Effect upon Learning and Exploration". Read the following paragraphs and see which ones help with your report. Circle a if the paragraphs help; circle b if the paragraphs do not help.

Item:

The king of Portugal had a son so interested in exploration and navigation that he became known as Prince Henry the Navigator. He was very anxious for Portugal to reap some of the rich profit that went with the eastern trade. Prince Henry had an idea that an all-water route could be found by sailing around the southern tip of Africa. He was right, of course, but he had no way of knowing how huge the continent of Africa was. K 1501

a. This paragraph helps.
*b. This paragraph does not help.

Perhaps the most important invention of this time was the printing press. As more people turned to books for information, there was a need to reproduce books faster than could be done by copying. Historians believed it was Johann Gutenberg, of Germany, who solved this problem. He figured out how to make movable type and print from it. K1502

*a. This paragraph helps.
b. This paragraph does not help.

When the Crusaders visited the libraries and museums of Constantinople and other eastern cities, they were amazed to see the manuscripts and works of art saved from Greek civilization. They met scholars who spoke Greek and who could read the old Greek manuscripts. Some Crusaders stayed in the East to learn the language and study Greek culture. Others came back to western Europe and told of the richer culture they had found in the East. "Let's find out more about it," many said. K1503

a. This paragraph helps.
*b. This paragraph does not help.

Of great importance to seamen in navigation was the invention of the astrolabe and the magnetic compass. The astrolabe was a circular instrument with sights. With it a seaman could learn the latitude of his position by measuring the angle between the horizon and a heavenly body, such as the sun or the North Star. The compass enabled a seaman to steer in one direction and thus keep on his course. Such instruments took much of the guesswork out of sailing unknown seas. After these instruments came into general use, sailors were more willing to sail beyond the sight of land and into regions where no European had gone before. K1504

*a. This paragraph helps.
b. This paragraph does not help.

The ancient Greeks and Romans had been famous for their great accomplishments in all fields of learning. After the barbarians overran western Europe in the fifth century, there followed a period of some 700 years in which no great advances in knowledge were made. K1505

a. This paragraph helps.
*b. This paragraph does not help.

Source: Number 4, Our United States, Laidlaw Brothers, pp. 52-53.

Directions: Which of the following facts are relative to the stated opinion? If the fact is related, circle the "A"; if it is not related, circle the "B".

Life insurance is important for most people.

Item:

A *B The cost of life insurance varies according to the age and health of the insured. K 1597

*A B Many small children would be homeless if it were not for the benefits of insurance at the time of their father's death. K 1598

*A B Many businesses would suffer from the loss of a business partner and his contributions of experience until he could be replaced. K 1599

A *B A personal information application is always submitted before a policy is written. K 1600

*A B A father of small children after losing his wife needs expensive care for his family. K 1601

Source: General Business, Southwestern Co.

Directions: Which of the following facts are relevant to solving the problem? If the fact is related, circle the "A"; if it is not related, circle the "B".

The average weight of the members of the eighth grade class.

Item:

A *B The ages of all the members of the class. K 1602

A *B The diet habits of all the members of the class. K 1603

*A B The weights of all the members of the class. K 1604

*A B The number of members in the class. K 1605

A *B The waistline measurement of all the members of the class. K 1606

Directions: If the fact is related to the given thought, circle the "A"; if it is not related, circle the "B".

Water pollution is a serious threat to our cities.

Item:

| | | | |
|---|---|---|---|
| *A | B | Fresh water supplies are becoming limited while population is growing. | K1607 |
| A | *B | Industry is a serious offender. | K1608 |
| *A | B | The city's wildlife is becoming extinct. | K1609 |
| A | *B | Government regulations are now in effect. | K1610 |
| *A | B | Health standards will be affected. | K1611 |

Directions: Suppose your teacher asks you to prepare a report comparing investments in stocks and in bonds. Read each of the following paragraphs and tell which of them would help you discover these differences and similarities.

Item:

The night was damp and cold. The office building was deserted. Mr. Phillips sipped his coffee and listlessly reached for a new stack of papers. "Why," he said to himself, "did they drop so low?" None of the papers he looked at offered an answer. He only knew that he was broke. K1612

Circle the correct answer:

a. This paragraph helps.
*b. This paragraph does not help.

Very few people have enough money to enable them to start or buy a large business. Such a business is usually owned by a group of people called stockholders. The stock certificates held by each person entitles him to a part of the profit. He is a part owner of the company. K 1613

Circle the correct answer:

*a. This paragraph helps.
b. This paragraph does not help.

Paul's birthday was finally here. His grandfather always brought him the best gift. Each of his past eleven birthdays left fond memories in Paul's mind. K 1614

Grandpa arrived. Paul saw immediately that he had no gift in his hands. Paul assumed that it was too big to bring into the house. He decided to wait until after the birthday celebration to seek out his gift.

After dinner Grandpa took Paul to the living room. He sat next to Paul and said, "Paul, now that you are twelve you are ready to start planning for the future. The gift I have for you is in my pocket. It is a savings bond. In ten years you will be able to redeem this bond for more money than I paid to purchase it. The extra money is called interest. The government promises to pay you this fixed rate of interest because you are now loaning money to it."

Paul was proud and happy to be twelve years old and a bondholder.

Circle the correct answer:

*a. This paragraph helps.
b. This paragraph does not help.

Many people, particularly small investors, like to buy the stocks and the bonds of businesses because they believe that in this way they can receive a larger income than they can from other investments. But they do not feel qualified to select investments that will be safe and that will be likely to yield a good return. In order to assist investors, corporations known as mutual funds, investment companies, or investment trusts have been established. K 1615

Circle the correct answer:

a. This paragraph helps.
*b. This paragraph does not help.

A corporation may need to borrow a large amount of money—more than it can get from one source. It may then borrow from many people by selling bonds. The bonds of a corporation usually pay a higher rate of interest than do government bonds because of the amount of risk. K 1616

Circle the correct answer:

*a. This paragraph helps.
b. This paragraph does not help.

Source: General Business, Southwestern Co.

Directions: After each of the statements there are listed some facts. Study each of these facts and if you believe that it could be used to help prove the general statement, circle the "a-yes". If you believe it does not help, circle the "b-no".

Statement: Buying on installments is a method of buying used for items that are expensive and quite durable.

Item:

a-yes *b-no About $1 out of every $10 spent by American families is used in making installment credit purchases. K 1617

*a-yes b-no About two-thirds of all automobiles are purchased on the installment plan. K 1618

*a-yes b-no To buy an item that is not durable or long-lasting on an installment basis would be discouraging if the borrower had to continue making payments on an item that was of no further use. K 1619

a-yes *b-no Buying on the installment plan or making an installment loan are costly forms of credit. K 1620

Directions: Read each of the following paragraphs and tell which of them would help you prepare a report concerning the factors which affect supply and demand in our current market.

Item:

Let us identify several of the more important elements which affect supply and demand at any particular time. In the case of supply, we may begin with the cost of production. In the long run, goods cannot be offered for sale at a price lower than cost of making them. Important factors affecting the cost of production are the availability of raw materials, the effectiveness of labor organizations, the threat of war and the ensuing shortage of goods, weather conditions, the optimism or pessimism of sellers, the availability of money and credit, and many others. K 1621

*a. This paragraph helps.
b. This paragraph does not help.

In a free market, buyers and sellers get together and make bids and offers which represent the total demand and supply in that particular market at that particular time. Perhaps the most common example of a free market is an auction. K 1622

a. This paragraph helps.
*b. This paragraph does not help.

The Commodity Exchange Authority, a federal agency, regulates the activities of commodity markets. Price manipulation and market cornering are curbed by limiting the volumes of goods that may be traded daily in each exchange and by limiting the amount of a person's speculative holdings. K 1623

a. This paragraph helps.
*b. This paragraph does not help.

Customs and living standards of the people affect demand. K 1624
Advertising, level of purchasing power, and amounts of saving also contribute to the state of demand. The tendency of the people to hoard or the threat of war can also indicate changes in the demand aspect of the market.

*a. This paragraph helps.
b. This paragraph does not help.

Source: The Economics of American Living, Rand McNally.

Directions: After the following statement there are listed some facts. If you believe a fact could be used to help prove the general statement, circle "a" for yes; if not, circle"b" for no.

Statement: Credit helps maintain the balance of the economy.

Item:

| | | | |
|---|---|---|---|
| *a-yes | b-no | Credit gives flexibility to purchasing power - it can be expanded or contracted to meet the needs of business or individuals. | K1625 |
| a-yes | *b-no | In the 1920's credit was used to clear the market of its goods. | K1626 |
| a-yes | *b-no | Most of our purchasing power is derived from credit instruments. | K1627 |
| *a-yes | b-no | Credit can be a hazard because it increases our economic interdependence, which in turn renders the economic system much more sensitive to every jolt. | K1628 |
| *a-yes | b-no | A lack of credit speeds up the depression process once it has begun. | K1629 |
| a-yes | *b-no | Credit is a promise today to pay tomorrow for goods and services created yesterday. | K1630 |
| *a-yes | b-no | Our high living standard depends on our ability to produce a high volume of goods at the lowest possible cost per unit. Credit greatly increases our ability to do this. | K1631 |

Source: The Economics of American Living, Rand McNally.

Directions: You are to present a skit showing the problems the colonists had in trying to carry on business transactions with their various money systems. Which of the following statements would help you? Circle "A" if the statement is relevant to your problem. Circle "B" if it is not.

Item:

*A B There were hundreds of different kinds of paper money in circulation during the colonial days. K1641

A *B Now money is completely controlled by the federal government. K1642

*A B Many colonists chose barter over the money systems being circulated. K1643

*A B If a man had a $5 bill, he might get $2.50 or less for it in exchange. K1644

A *B Congress passed the Gold Reserve Act in 1934, giving us a limited gold-bullion standard. K1645

*A B People seldom traded outside their colonies because of the difference in money value. K1646

Source: General Business, Southwestern Co.

Directions: You are to write a report on the development of the banking system in the United States. Which of the following statements would help you? Circle "A" if the statement is relevant to your topic and would help. Circle "B" if it is not.

Item:

*A B Early colonial banks were subject to no governmental control whatsoever. K1656

A *B There were only four commercial banks in 1790. K1657

A *B The First Bank of the U.S. was housed in a building in Philadelphia which still stands at the corner of Second and Walnut Streets. K1658

| | | | |
|---|---|---|---|
| *A | B | The First Bank angered the private banks because it had privileges to issue paper money and receive federal funds. | K 1659 |
| *A | B | State and private banks fought against the federal bank until its doom in 1836. | K 1660 |
| *A | B | From 1837 until the time of the Civil War, our country's bank operated under state charters. | K 1661 |
| A | *B | Nicholas Biddle was the president of the Second Bank of the U.S. | K 1662 |
| *A | B | In 1863, Congress passed a law establishing a national banking system. | K 1663 |
| A | *B | During the period of "wildcat" banking, bankers were considered to be shady. | K 1664 |
| *A | B | After the Civil War, the state banks were discouraged from issuing paper money by a heavy tax. | K 1665 |

Source: The Economics of American Living. Rand McNally and Company.

Directions: After each of the following statements there are listed some facts. If you believe a fact could be used to help prove the general statement, circle a for "yes". If not, circle the b for "no".

Statement: Installment or credit buying has several advantages over cash buying.

Item:

| | | | |
|---|---|---|---|
| a-yes | *b-no | A written agreement covering the terms of the purchase must be signed by the buyer. | K1681 |
| *a-yes | b-no | The buyer receives the goods at the time he buys, not at the time all payments are made. | K1682 |
| *a-yes | b-no | It is often easier to return unwanted or defective merchandise if it is purchased on credit. | K1683 |
| *a-yes | b-no | Small credit purchases that are handled well by the consumer help his credit rating. | K1684 |

a-yes *b-no "Easy payment plans" are often too attractive to people. K 1685

a-yes *b-no Buying on installment is really borrowing money. K 1686

Source: *General Business*, Southwestern Co.

Directions: Suppose your teacher asks you to prepare a report on the disadvantages of buying on credit. Read each of the following paragraphs and tell which of them would help you and which of them would not.

Item:

Stores that sell only for cash can sometimes sell at lower prices than stores that sell on credit. They are able to do this because, by selling only for cash, they avoid the expenses of keeping records of customers' purchases and of collecting payments when they are due. Some merchants allow discounts off the regular prices to customers who pay cash; others add service charges to the regular price for credit sales. K 1701

*a. This paragraph helps.
b. This paragraph does not help.

Sometimes a customer may buy a more expensive item than he can afford to buy when buying on credit. If a person buys something that he does not have to pay for until some time later, the price may not look so high as if he had to take the money out of his pocket at the time he buys. K 1702

*a. This paragraph helps.
b. This paragraph does not help.

Before a merchant grants credit to a prospective customer, he wants to have some assurance that the customer will pay his bills promptly. In deciding what he should do, he may consider the three C's of credit--character, capacity, and capital. K 1703

a. This paragraph helps.
*b. This paragraph does not help.

The credit customer may be tempted to buy too much. For example, a family may be taking a vacation trip by automobile. If a gasoline credit card is being used, the family may extend the trip and drive many more miles than originally intended. The bill nevertheless will need to be paid during the following month when the family may then be unable to buy things they very much need or want. K 1704

*a. This paragraph helps.
b. This paragraph does not help.

Source: General Business, Southwestern Co.

Directions: Read the sentence below and decide whether the following statements are helpful or not helpful in proving the sentence. Circle the "A" if the statement is helpful; circle the "B" if it is not.

Statement: Benjamin Franklin worked for the unification of the colonies.

Item:

A *B He invented the "Franklin Stove". K 1801

*A B He traveled more than 1600 miles learning how Americans lived and what they were thinking. K 1802

A *B He was born to a candle and soapmaker in Boston, Massachusetts. K 1803

A *B Franklin taught himself French, German, Italian, Spanish, and Latin. K 1804

A *B Benjamin Franklin developed the theory of positive and negative charges, constructed an effective battery, and proved that lightning is an electrical phenomenon. K 1805

Statement: William Penn was noted for his religious toleration.

Item:

A *B Penn proposed that all children should be taught some useful trade. K 1806

A *B Penn made a treaty with the Indians in 1682. K 1807

*A B He founded a Christian state. K 1808

*A B Penn began a refuge for victims of religious persecution. K 1809

Source: Rise of the American Nation, Harcourt, Brace and World, Inc., pp. 38-39.

Directions: Read the sentence below and decide whether the following statements are helpful or not helpful in proving the sentence. Circle the "A" if the statement is helpful; circle the "B" if it is not.

Statement: (missing)

A *B Zenger was editor of the New York Journal. K 1810

A *B In 1735 Zenger accused the royal governor of corruption. K 1811

A *B Under British law, this (#1811) made him guilty of criminal libel. K 1812

*A B Zenger believed a newspaper should be allowed to print the truth. K 1813

*A B Zenger, along with his lawyer, Andrew Hamilton, helped establish the principle of freedom of the press. K 1814

Source: Rise of the American Nation, Harcourt, Brace and World, Inc., pp. 53, 82.

Directions: Read the sentence below and decide which of the statements following it would be helpful and which would not be helpful in proving it. Circle the "A" if the statement would be helpful; circle the "B" if the statement would not be helpful.

Statement: The theater in Athens was not primarily a place of amusement.

Item:

*A B Greek drama was religious in character. K 1926

| | | | |
|---|---|---|---|
| A | *B | Dramatic works were written for a single performance only. | K1927 |
| A | *B | The open-air theater in Athens held 1,000 spectators. | K1928 |
| A | *B | The authors satirized events, issues, and people of his time. | K1929 |
| *A | B | The religious plays were deeply moving to the audience. | K1930 |

Source: From Appendix I, 7th grade model unit, Man and the Challenge of the City, New Trier Township Elementary School Districts, p. 17.

Directions: Read the sentence below and decide which of the statements following it would be helpful and which would not be helpful in proving it. Circle the "A" if the statement would be helpful; circle the "B" if the statement would not be helpful.

Statement: The poor living in low income Negro neighborhoods pay more for their food than people living in middle-class white neighborhoods.

Item:

| | | | |
|---|---|---|---|
| *A | B | An ADC mother living in the Taylor Homes pays 29¢ for ketchup while a woman living in Winnetka pays 24¢. | K<br>1931 |
| A | *B | A person on relief is allotted about 17¢ a person per meal. | K<br>1932 |
| *A | B | The North Shore housewife will pay 15¢ for frozen orange juice, the mother on relief pays 29¢. | K<br>1933 |
| A | *B | The poor lady will shop at a supermarket on S. State Street. | K<br>1934 |
| *A | B | The only products cheaper at the S. State Street store are tomatoes, hot dogs, and ground beef. | K<br>1935 |

Source: From "Poverty, Who Can Afford It?", Mike Royko, from the 7th grade model unit, Man and the Challenge of the City, Appendix U, New Trier Township Elementary School District.

Directions: Suppose your teacher assigned you a report on the government in ancient Athens. Below are paragraphs about Athens. Which of them would help you? Circle "a" after each paragraph if it would help you; circle "b" if the paragraph would not help you.

Item:

The city of Athens was under the protection of the goddess Athena, the daughter of Zeus, supreme ruler of the gods. There was a temple to Athena on the Acropolis. K1936

a. This paragraph helps.
*b. This paragraph does not help.

Athens was a democracy. The whole body of citizens participated directly in the government. Every citizen had a seat in the popular assembly. A citizen could become a candidate for any office and, during his lifetime, almost every citizen held some office at least once. K1937

*a. This paragraph helps.
b. This paragraph does not help.

Nearly every citizen owned his own home. It was against the law for non-citizens to own property. Wealthy Athenians found it a good investment. Many resident aliens and freed men were well-to-do and could afford a high rent for a good house. K1938

a. This paragraph helps.
*b. This paragraph does not help.

The assembly was the legislative body of the polis and the elected members of the council and the magistrates. The magistrates were the administrative body. The council prepared the programs, a statement of all business which would be submitted in the assembly to the vote of the people, and also shared with the magistrates the general administration of the state. K1939

*a. This paragraph helps.
b. This paragraph does not help.

The citizens of Athens, those eligible to vote, numbered roughly 20,000 and the polis contained only 1,000 square miles. The total population including women, children, resident aliens, freed men and slaves was close to 300,000. K 1940

*a. This paragraph helps.
b. This paragraph does not help.

There were no public schools in Athens. All parents, however, were expected to see that their sons were properly educated. They sent their boys to private schools, paying fees to professional teachers. K 1941

a. This paragraph helps.
*b. This paragraph does not help.

Which of the following three statements tells best what you were reading to find out? K 1942

a. About the life of the Athenians.
*b. About the government in Athens.
c. About the housing laws of Athens.

Source: From the 7th grade model unit, Man and the Challenge of the City, Appendix I, New Trier Township Elementary School Districts, pp. 15-16.

Directions: Suppose your teacher assigned you a report entitled "The Costs of Prejudice". Below are some paragraphs about prejudice. Which of them would help you? Circle the "a" after each paragraph if it would help you; circle "b" if the paragraph would not help you.

Item:

The burden to the minority group is obvious. The median income for the United States in 1955 was $3,926 for employed white males, but for non-white men it was $2,342. Although only 14 percent of "families and unrelated individuals" had incomes below $1,000, when the non-white group was separated, about 28 percent of them had such low incomes. K 1943

*a. This paragraph helps.
b. This paragraph does not help.

Although the white people are a minority--about one-third of the earth's population--the picture of white domination and Negro or Oriental subordination has been world wide. In the era of colonialism and slavery, there was a high degree of accommodation to this arrangement. The dominant group shouldered the "white man's burden" of looking after its "inferiors", while the subordinate group accepted its status with comparative resignation. K1944

a. This paragraph helps.
*b. This paragraph does not help.

Prejudice and discrimination breed distructive conflict -- race riots in Detroit and Chicago and Harlem, mob violence in Clinton and Little Rock, lynchings in Mississippi, rebellions in colonial areas. They not only give rise to overt group conflict, but also warp the individual personality, often exacting a toll in such destructive emotions as fear, guilt, hate, and anxiety. Although prejudice may serve as an outlet for a person's aggressions, it does him no service in the long run by directing his problems away from their real causes. K1945

*a. This paragraph helps.
b. This paragraph does not help.

The presence of a minority group also gives members of the dominant group, no matter how low their status, a feeling of prestige. There is someone to look down upon. The poorest white sharecropper feels superior to the best educated Negroes. K1946

a. This paragraph helps.
*b. This paragraph does not help.

Another grave cause for concern is that the American race problem diminished our country's prestige not only with the non-white majority of peoples in the world, but also with many nations where race prejudice is less apparant and discrimination is negligible. In her own position as leader of the free world, the U.S. is often told to put her own house in order. Our treatment of people of Oriental background and of the one American in ten who is a Negro provides the Communists with highly effective, ready-made propoganda to use against us in the world-wide struggle for the minds of men. K 1947

*a. This paragraph helps.
b. This paragraph does not help.

Which of the following three statements tells best what you were reading to find out? K1948

a. About the causes of prejudice.
b. About some examples of prejudice.
*c. About the costs of prejudice.

Source: From Modern Society, Biesanz and Biesanz, Prentice Hall, from the 8th grade model unit, Man and the Challenge of Majority-Minority Relationships, Appendix H, New Trier Township Elementary School Districts, pp. 28-32.

Directions: For their first social studies project of the year Harry and Clancy decided to make a model showing what a medieval European city looked like. Read the paragraphs below. If the paragraph would help them in doing their project, circle "a"; if the paragraph would not help them, circle "b".

Item:

In ancient Athens narrow cobbled streets were lined with houses of mud bricks over stone rubble foundations. The outer wall of a house shut out the noise and smell of the town. There were usually few rooms within, dimly lit by olive-oil lamps attached to the walls. In winter, portable stoves provided heat. K1955

a. The paragraph would help.
*b. The paragraph would not help.

A medieval European city expanded like a tree does, retaining it's shape but increasing its size, the city walls, like tree rings, marking its growth. It was the poorer classes who lived immediately outside the walls, beggars, outcasts, men with humble trades, who would build hovels against the city wall, forming a vile ring of squalid streets outside the city. The well-to-do lived in an outer ring of villas on large grounds, protected by their own walls. When at length civic pride or economic necessity required an expansion of the city, a new circuit of its walls would be traced outside the old, encompassing the new growth and leaving space for more. The old walls would remain, possibly for centuries afterward, or were cannibalized to make new buildings. K 1956

*a. This paragraph would help.
b. This paragraph would not help.

The lack of plan in late medieval cities was more apparant than real. True, the streets seem to wander without object, to curl and coil back upon themselves or even peter out in a backyard, but they were intended less to provide access from one point to another of the city than to provide a setting for communal life. A stranger passing through a gate would find his way without difficulty to the heart of the city, for the mainroads radiated from the central square. Flanking it would be the vital organs of the city, the centers of government and justice. Elsewhere in the city would be another great natural center. The cathedral with its auxiliary buildings, frequently set in a smaller square. From city-gate to square to cathedral, the road would run straight enough. But away from the centers the roads ... were made deliberately narrow; sometimes upper stories of houses would be a bare few feet apart. K 1957

*a. This paragraph would help.
b. This paragraph would not help.

In terms of population (medieval cities) would today be called towns or even large villages. Orange in France numbered only 6,000 souls until well into the nineteenth century. A city of a quarter of a million inhabitants was a giant and there were few of those. A figure between 10,000 and 50,000 would apply to most European cities. K 1958

a. This paragraph would help.
*b. This paragraph would not help.

Source: The 7th grade model unit, Man and the Challenge of the City, Appendix J, New Trier Township Elementary School Districts, pp. 19-21.

Directions: Bill decided to do a report on what people long ago thought the earth looked like. Below are paragraphs about the earth. Read each paragraph carefully. Circle "a" after the paragraph if it would help Bill write his report; circle "b" if the paragraph would not help him.

Item:

From nearby space the earth would present a colorful, ever-changing face. Its sunlit face would show a generally bluish appearance, while its sizable companion in space, the moon, would look yellow. K1959

a. This paragraph helps.
*b. This paragraph does not help.

Some of the early Hindus thought of their earth as a solid mass held up by several elephants who stood on a giant turtle which rested atop a cobra. When the elephants shifted position, the earth experienced earthquakes. K1960

*a. This paragraph helps.
b. This paragraph does not help.

Mountains are the highest lands of the earth with an average elevation of over 2,000 feet above sea level. They are more rugged than hills with sharp, more complicated surfaces. Nearly all mountain peaks are covered with snow at some time during the year. Above the snow line no trees grow. The highest edge of the mountain where trees may grow is known as the timber line. K1961

a. This paragraph helps.
*b. This paragraph does not help.

Babylonians thought of their earth as being a large hollow mountain surrounded and supported by an ocean. Inside the mountain lay the mysterious land of the dead; over it was a solid sky. K 1962

*a. This paragraph helps.
b. This paragraph does not help.

Source: From the 4th grade model unit, The Interaction of Man and His Natural Environment, New Trier Township Elementary School Districts, p. 1 of textual material and pp. 5 and 8 of Appendices.

Directions: After each of the statements there are listed some facts. Study each of these facts and if you believe that it could be used to help prove the general statement, circle the "A". If you believe that the fact does not help to prove the general statement, circle the "B".

Statement: Man did not always believe that the earth was shaped as a sphere.

Item:

A-yes *B-no Columbus believed that he could find a way to travel to the East Indies by sailing west. K 1968

*A-yes B-no Early Egyptians thought of their earth as a reclining god(Keb) covered over with vegetation. K 1969

A-yes *B-no The earth turns from west to east on its axis. K 1970

*A-yes B-no The Babylonians drew pictures showing the earth as a large hollow mountain surrounded by water. K 1971

Statement: The vast oceans are still the richest source of food in the world - but the day may be approaching when there will not be "lots more fish in the sea".

Item:

*A-yes B-no Fishermen from Gloucester to Osaka are finding it almost impossible to catch enough fish to stay in business. K 1972

A-yes *B-no The Soviet Union recently completed a fleet of huge 100-man fishing trawlers equipped for long voyages. K1973

A-yes *B-no Population experts agree that land-grown food surpluses of today will not be enough to feed the world tomorrow. K1974

*A-yes B-no The port of Boston landed 73,000,000 pounds of haddock in 1958, as compared with annual catches of 200,000,000 pounds thirty years ago. K1975

Source: From the 4th grade model unit, The Interaction of Man and His Natural Environment, New Trier Township Elementary School Districts, p. 1 of textual material, p. 5 of Appendix B, and p. 30 of Appendix M.

Directions: After each of the statements are listed some facts. Study each of these facts and if you believe that it could be used to help prove the general statement, circle "A"; if you believe that the fact does not help to prove the general statement, circle the "B".

Statement: The Renaissance was a period of invention.

Item:

A-yes *B-no The Renaissance began in Europe in the fourteenth century. K1976

*A-yes B-no One of the most influential developments occurred in 1454: the printing of a book with movable type. K1977

*A-yes B-no The astrolabe, a navigational aide, came into widespread use during the Renaissance. K1978

A-yes *B-no The Renaissance began in Italy and spread northward across Europe. K1979

Statement: The British placed certain restrictions on the New England merchants to preserve their empire from foreign influence.

A-yes *B-no New England produced whale oil, lumber, furniture, turpentine and rosin for export. K 1980

*A-yes B-no Cargoes from New England were to be shipped only in British vessels. K 1981

A-yes *B-no Commerce in the New England colonies differed greatly from that in the southern colonies. K 1982

*A-yes B-no It was illegal for New England merchants to trade with the French West Indies. K 1983

Source: 5th grade model unit, Individualism and the Growth of the American People, New Trier Township Elementary School Districts, pp. 3, 4, 6 of Appendix B, p. 18 of Appendix D, pp. 23-24 of Appendix G.

Directions: After each of the statements are listed some facts. Study each of these facts and if you believe that it could be used to help prove the general statement, circle the "A"; if you believe that the fact does not help to prove the general statement, circle the "B".

Statement: Man's pollution of the sea may upset the delicate balance of the cycle of ocean life.

*A-yes B-no Over-fishing causes the elimination of one species, which in turn leads to the extinction of other species that depend on it for food. K 1984

A-yes *B-no The Soviet Union has 27 schools for the training of technicians, biologists and marine specialists. K 1985

A-yes *B-no Population experts believe that land-grown food surpluses of today will not be enough to feed the world tomorrow. K 1986

*A-yes B-no The dumping of nuclear wastes into the ocean may eventually poison the salt water, the plants, and the animals of the sea. K 1987

Source: From the 6th grade model unit, Man and the Challenge of Pre-Industrial Technology, New Trier Township Elementary School Districts, pp. 1-2 of Appendix A, pp. 12-13 of Appendix E.

Directions: Read the sentence below and decide whether the following facts are helpful in proving the sentence. Circle the "A", if it is helpful; circle the "B" if it is not helpful.

Statement: The election of 1860 was of great importance to the future of the nation.

Item:

| | | | |
|---|---|---|---|
| A-helpful | *B-not helpful | Lincoln was able to defeat three opponents. | K 2024 |
| *A-helpful | B-not helpful | The South threatened to secede if Lincoln was elected, which they did. | K 2025 |
| A-helpful | *B-not helpful | Lincoln's name never even appeared on the ballot of some southern states. | K 2026 |
| A-helpful | *B-not helpful | Lincoln's election created riots in Baltimore. | K 2027 |
| A-helpful | *B-not helpful | Coming from the southern state of Kentucky, Lincoln was able to win the northern vote. | K 2028 |
| *A-helpful | B-not helpful | The returns of the election proved the nation was split politically. | K 2029 |

Directions: Read each of the following paragraphs and decide which of them would help show how insurance protects people, their dependents, and their property. Circle the letter of the correct answer.

Item:

Alma Gubbins lost her husband in a terrible fire accident. Alma's children were able to graduate high school years later, however, because her husband had taken out a whole life policy three weeks before the accident. K 2030

*a. This paragraph helps.
b. This paragraph does not help.

In a recent analysis conducted by the consumer union, the seventeen major automobile insurance agencies were listed in descending order from most acceptable to least acceptable. It was surprising to see how unalike the major companies were. K 2031

a. This paragraph helps.
*b. This paragraph does not help.

The rates of hospital insurance seem to be going up almost faster than the cost of daily hospital rates. It is almost less expensive to be sick than it is to pay the premiums on most major-medical policies. K 2032

a. This paragraph helps.
*b. This paragraph does not help.

Which of the following facts would help explain the sinking of the Titanic? Circle the letter "A" if the idea is helpful; circle the letter "B" if it is not helpful.

Item:

| | | |
|---|---|---|
| A-helps*B-does not help | The temperature of the air that night. | K 2041 |
| A-helps*B-does not help | The temperature of the water that night. | K 2042 |
| *A-helps B-does not help | The position of the iceberg when the ship struck it. | K 2043 |
| A-helps*B-does not help | The number of people on board the ship. | K 2044 |
| A-helps*B-does not help | The musical number being played by the band as the ship was sinking. | K 2045 |

Directions: Which of the following sources of information might help explain Hitler's methods and reasons for genocide? Circle the "A", if the source would be helpful. Circle the "B", if the source is not helpful.

Item:

| | | | |
|---|---|---|---|
| *A-helpful | B-not helpful | A copy of Mein Kampf. | K 2046 |
| A-helpful | *B-not helpful | A testimony from one of the prisoners in Buchenwald. | K 2047 |
| *A-helpful | B-not helpful | A selection from Eva Braun's diary. | K 2048 |
| A-helpful | *B-not helpful | A detailed account of D Day. | K 2049 |
| A-helpful | *B-not helpful | An account of the allied attack on Berlin. | K 2050 |
| *A-helpful | B-not helpful | A testimony from Hitler himself, had he lived, at the trials held at Nuremberg. | K 2051 |
| A-helpful | *B-not helpful | A sampling of Hitler's private art collection. | K 2052 |
| *A-helpful | B-not helpful | The recent article in Life detailing Hitler's personality. | K 2053 |

Directions: If the following statements could be used to prove the statement "The Final Union of States Proved too Weak", circle the "A"; if statement could not be used, circle the "B".

Item:

| | | | |
|---|---|---|---|
| *A-helpful | B-not helpful | Thomas Paine, that old friend of America, was saying in 1783, in one of the last of his great pamphlets, "Our great national character depends on Union of the States." | K2072 |
| *A-helpful | B-not helpful | Thomas Jefferson felt this way, too. He was writing in a letter from Paris in 1785, "The interests of the states ought to be made joint in every possible instance, in order to cultivate the idea of our being one nation." | K2073 |
| A-helpful | *B-not helpful | The work of writing the constitution had fallen chiefly upon the shoulders of John Dickinson of Pennsylvania. | K2074 |
| A-helpful | *B-not helpful | The Articles of Confederation could not go into operation until all the states had ratified them. | K2075 |

| | | | |
|---|---|---|---|
| *A-helpful | B-not helpful | Under the Articles there was no executive chosen to carry out the laws. | K2076 |
| *A-helpful | B-not helpful | The Confederation showed its lack of strength as early as 1781, when the Congress was unable to provide troops to put down an uprising of veteran Pennsylvania regiments. | K2077 |
| A-helpful | *B-not helpful | The most lasting achievement of the Articles was its arrangement for governing and settling western land. | K2078 |
| A-helpful | *B-not helpful | The movement of Americans westward had continued with fresh force after the War for Independence ended. | K2079 |
| *A-helpful | B-not helpful | Abroad, especially in western Europe, the United States was for the most part held in contempt. | K2080 |

## SECTION L

## RECOGNIZING STATED AND UNSTATED ASSUMPTIONS

Objective: THE CHILD WILL DEMONSTRATE HIS ABILITY TO RECOGNIZE STATED AND UNSTATED ASSUMPTIONS BY SELECTING THEM AFTER READING A GIVEN SELECTION.

Directions: Read the following paragraph.

Jefferson became the leader of the Republicans. A former governor of Virginia, he had had so many unpleasant experiences with politicians that he wanted to avoid disputes. He was, though, a man who held deep beliefs for which he was willing to fight. In an age when political speeches were less important than the written word, he was a master of the written language. This fact made what he said unusually influential.

If the statement listed below is a stated assumption in the above paragraph, circle the A; if the statement is an unstated assumption, circle the B.

Item:

| | | |
|---|---|---|
| A *B | A man with deep beliefs is willing to fight in their defense. | L 1096 |
| A *B | There are times when political speeches have greater effect upon public opinion than written documents have. | L 1097 |
| *A B | Jefferson was the type of person who would avoid disputes if possible. | L 1098 |
| A *B | In the Jeffersonian era the absence of mass media of communication, such as radio and TV, made the written word more important than political speeches. | L 1099 |
| *A B | Jefferson's greatest influence upon public opinion came from his writings rather than his oratory. | L 1100 |

Source: Graff, Henry F., The Free and the Brave, Chicago, Rand McNally and Co., 1967, p. 257.

Directions: Read the following paragraph.

Looking at Jackson's presidency as a whole, it should be noted that although he was a man of great personal force and dynamism, and although he greatly increased the power of the presidency, his essential mission was a negative one: to reduce the sphere of the central government. He put the "American system" in reverse. During his administration the level of the protective tariff was reduced, less and less federal money was spent on internal improvements, and the central bank was destroyed. All this reflected the "laissez-faire" philosophy that the Jacksonians inherited from Thomas Jefferson. The role of the government was simply "to restrain men from injuring each other" and "leave them otherwise free to regulate their own pursuits of industry and improvement."

If the statement listed below is a stated assumption in the above paragraph, circle the A; if the statement is an unstated assumption, circle the B.

Item:

| | | |
|---|---|---|
| A *B | Centralization of power in a federal government is not always good for a country. | L 1101 |
| *A B | Both President Jackson and President Jefferson advocated the "laissez-faire" view of government. | L 1102 |
| A *B | It is wrong for a government to seek to gain as much power as possible over its people. | L 1103 |
| A *B | The concept of the "American system" is that the focus of power is in the hands of the central government. | L 1104 |
| *A B | During his administration Jackson counteracted the principles of the "American system ". | L 1105 |
| *A B | During President Jackson's administration the powers of the President were expanded. | L 1106 |

Source: Bragdon, Henry and McCutchen, Samuel, History of A Free People, New York, Macmillan Co., 1967, p. 270.

Directions: Read the following paragraph.

It was one thing for the Whigs to win an election and another for them to run the country. While they could get into office simply by forgetting differences and attacking Van Buren, once in power they had to answer the demands of some of their followers and deny those of others. Henry Clay, now in the senate, had worked out a program of legislation designed to appeal to as many different interests as possible. The elderly Harrison was expected to be a figurehead, while Clay and Webster ran the party. But just a month after his inauguration Harrison died, worn out by visits from hundreds of office-seekers.

If the statement listed below is a stated assumption in the above paragraph, circle the A; if the statement is an unstated assumption, circle the B.

Item:

| | | |
|---|---|---|
| A *B | Some of the Whigs did not have faith in Harrison's ability to be the leader of their party. | L1107 |
| A *B | Henry Clay believed in compromise. | L1108 |
| *A B | The Whigs had various factions within their ranks. | L1109 |
| *A B | Henry Clay and Daniel Webster were leaders within the Whig Party. | L1110 |
| *A B | The Whigs united in order to bring about the defeat of Van Buren. | L1111 |
| A *B | Winning an election does not prove that the victorious political party can run the country effectively. | L1112 |

Source: Bragdon, Henry and McCutchen, Samuel, History of a Free People, New York, Macmillan Co., 1967, p. 274.

Directions: Read the following paragraph.

Another source of disunion was the fact that there was no national currency, the "continentals" issued by Congress during the war having lost all value. Since there was little gold and silver in the country, all the states were forced to issue paper money. These currencies differed in value from state to state and were often worthless outside the borders of the states issuing them. This obviously made it difficult to carry on interstate trade.

If the statement listed below is a stated assumption in the above paragraph, circle the A; if the statement is an unstated assumption, circle the B.

Item:

| | | |
|---|---|---|
| *A B | Interstate trade was hampered by the lack of a national currency. | L1113 |
| A *B | A national currency is vital to a united country. | L1114 |
| *A B | Paper money issued by the states had little or no "metal" backing. | L1115 |
| A *B | Interstate trade is necessary for national unity. | L1116 |
| A *B | Paper money is not always worth its face value. | L1117 |

Source: Bragdon, Henry and McCutchen, Samuel, History of a Free People, New York, Macmillan Co., 1967, p. 89.

Directions: Read the following paragraph.

The establishment of public schools was not achieved without a fight. "Why should I be taxed," ran a common opposition argument, "to educate other people's children?" Communities that declared themselves in favor of public schools were nevertheless often unwilling to raise the necessary money through taxations. Yet the arguments in favor of public schools were so convincing that by 1850 most of the free states provided free elementary education.

Public schools were far less common in the South, where the plantation owners dominated society and where there were fewer cities and towns.

If the statement listed below is a stated assumption in the above paragraph, circle the A; if the statement is an unstated assumption, circle the B.

Item:

| | | |
|---|---|---|
| A *B | The industrial North was more willing to establish public education than was the agricultural South. | L 1124 |
| A *B | Not all people were in favor of public education. | L 1125 |
| *A B | It was difficult to raise money for public schools. | L 1126 |
| *A B | Some people were not willing to support public schools unless they would personally benefit. | L 1127 |
| *A B | People were not always honest in their declarations of favoring public education. | L 1128 |
| *A B | By 1850 if one lived in a free state he would most likely be able to have a free education. | L 1129 |

Source: Bragdon, Henry and McCutchen, Samuel,
*History of a Free People*, New York,
Macmillan Co., 1967, p. 277.

Directions: Read the following paragraph.

It was one thing to pass laws establishing schools and another to make them good. Many one-room schoolhouses were so primitive they lacked glass in the windows. Most instruction was given by untrained teachers who were paid no more than unskilled laborers. Teaching was often done by teen-age boys earning money to go to college, by young women waiting for husbands, or by men who had failed in other professions.

If the statement listed below is a stated assumption in the above paragraph circle the A; if the statement is an unstated assumption, circle the B.

Item:

| | | |
|---|---|---|
| A *B | Effective education depends upon trained teachers. | L 1130 |
| A *B | Passage of laws for the establishing of schools does not prove that a people really want these schools. | L 1131 |
| A *B | A comfortable, attractive schoolhouse shows that the members of a community want their children to have a good education. | L 1132 |
| *A B | Teaching was often seen as a temporary occupation. | L 1133 |
| A *B | A trained teacher should be paid more than an unskilled laborer. | L 1134 |

Source: Bragdon, Henry W. and McCutchen, Samuel,
History of a Free People,
New York, The Macmillan Co., 1967, p. 277.

Directions: Read the following paragraph.

Although the leaders of Brook Farm had the best intentions, the community failed because it lacked money. Further, "ideal" communities like Brook Farm were unsuited to a rapidly growing and changing America. Industrial development was bringing problems in American life, but they could not be solved if people ran away from them and tried to start over.

If the statement listed below is a stated assumption in the above paragraph, circle the A; if the statement is an unstated assumption circle the B.

Item:

| | | |
|---|---|---|
| A *B | Money is necessary for the success of a community. | L 1238 |
| A *B | Rapid industrial expansion sometimes creates problems. | L 1239 |
| *A B | The concept of Brook Farm was not harmonious with the circumstances of the time. | L 1240 |

| | | |
|---|---|---|
| A *B | Under some conditions ideal communities can succeed. | L1241 |
| *A B | Those who started Brook Farm meant well. | L1242 |

Source: "The Factory Hand and the Slave",
The Free and the Brave, Rand McNally & Co.,
p. 351.

Directions: Read the following paragraph.

Because Englishmen lived on an island off the continent of Europe, they were a part of Europe, yet also separate from it. They had always felt themselves to be different from other Europeans. After the opening of America, they sensed that as an island people they might be able to play a role on the sea.

If the statement below is a stated assumption in the above paragraph, circle the A; if the statement below is an unstated assumption circle the B.

Item:

| | | |
|---|---|---|
| A *B | People who live on islands are more inclined to occupations utilizing the sea than people who live on the main land. | L1243 |
| *A B | After the American colonies were established Englishmen became interested in their potential as a sea power. | L1244 |
| A *B | Inhabitants of islands are somewhat different from their continental neighbors. | L1245 |
| *A B | The English thought there was a distinction between themselves and other Europeans. | L1246 |

Source: "Footholds on the Shore",
The Free and the Brave, Rand McNally
and Co., p. 65.

Directions: Read the following paragraph.

These men from Spain wanted gold most of all. They also knew that they would be famous if they performed great deeds in the new lands. One of their chief goals was to help in the work of the Spanish priests who came on almost every ship. They would bring the ideas of Christianity to the Indians. Some Indians did accept European ideas of religion, but most did not.

If the statement below is a stated assumption in the above paragraph, circle the A; if the statement below is an unstated assumption, circle the B.

Item:

| | | |
|---|---|---|
| A *B | Desire for fame was one of the motives of the Spanish conquerors. | L 1247 |
| A *B | The primary ambition of the Spanish in the New World was finding gold. | L 1248 |
| *A B | People undertake explorations for various reasons. | L 1249 |
| A *B | The priests were successful in converting some Indians to Christianity. | L 1250 |
| *A B | It was difficult to convince "savages" that European ideas of religion were sound. | L 1251 |

Source: "The Spanish Explore Southward", *The Story of America*, Laidlaw Brothers, p. 50.

Directions: Read the following paragraph.

As the Depression developed, many people began to pull their savings out of banks. The banks had loaned some of this money to individuals and corporations. They were forced to call in debts. But most debtors could not meet their obligations to the banks. Consequently the banks could not meet their obligations. Many banks closed. People who deposited money in these banks lost their savings.

If the statement listed below is a stated assumption in the above paragraph, circle the "A"; if the statement is an unstated assumption, circle the "B".

Item:

| | | | |
|---|---|---|---|
| *A | B | Many people withdrew their savings from banks. | L 1371 |
| A | *B | The closing of many banks hastened the financial crash. | L 1372 |
| A | *B | Banks are essential to the successful operation of the business community. | L 1373 |
| *A | B | Depositors in many banks lost their life savings when the institutions closed. | L 1374 |
| *A | B | Banks loan money to business corporations. | L 1375 |

Source: "Steps in the Development of the Depression", Discovering American History, Holt, Rinehart and Winston p. 681.

Directions: Read the following paragraph.

...The man who starts out simply with the idea of getting rich won't succeed; you must have a larger ambition. There is no mystery in business success. The great industrial leaders have told again and again the plain and obvious fact that there can be no permanent success without fair dealing that leads to widespread confidence in the man himself, and that is the real capital we all prize and work for ...

If the statement listed below is a stated assumption in the above paragraph, circle the "A"; if the statement is an unstated assumption circle the "B".

Item:

A *B Honest dealings will assure success in business. L1377

*A B The desire to make money is not enough for business success. L1378

*A B Operating a successful business is no mystery. L1379

A *B Dishonest industrialists cannot successfully remain in business. L1380

*A B Your confidence in a business will be strengthened if you trust the man who operates the institution. L1381

Source: "The Views of John D. Rockefeller ", Discovering American History, Holt, Rinehart and Winston, p. 562.

Directions: Read the following paragraph.

Disgust was deepening. Hundreds of thousands of American boys were returning from Europe, irritated by the gouging [cheating] French shopkeepers and most favorably impressed by the blonde German girls. Americans everywhere were saying that Europe could jolly well "stew in its own juice". In the face of such widespread disillusionment, Wilson would have his troubles in arousing the people again. . .

If the statement listed below is a stated assumption in the above paragraph, circle the "A"; if the statement is an unstated assumption, circle the "B".

Item:

A *B Some soldiers had doubts as to whether or not we had perhaps fought the wrong "enemy". L1392

A *B The country will now return to "isolationism". L1393

*A B The German girls were much admired by the American soldier. L1394

A *B America had been "sold down the river" by an idealist. L1395

*A B Europe can take care of its own affairs from now on. L1396

*A B The American people will be hesitant to get behind the President again. L1397

A *B Many soldiers were unhappy that they had enlisted. L1398

Source: "The Post War Mood: Thomas A. Bailey", Discovering American History, Holt, Rinehart and Winston, p.648.

Directions: Read the following paragraph.

> As with other economic enterprises, the right to collect and deal in slaves remained a royal property. The kings themselves took no direct part in the business, but farmed it out to wealthy merchants and mariners. This method of farming out the right to buy slaves in Africa and sell them in the Americas was that of the assiento, in essence a royal permit carrying strict conditions of time and price. So far as slaving was concerned, the assiento system applied only to Guinea slaves, since Christianity forbade the sale (though not the use) of Christian slaves, and discouraged the export of North African slaves because they were Muslims and might make anti-Christian propaganda.

If the statement is something you have read in the paragraph, circle the "A". If the statement is something you think might have happened, circle the "B".

Item:

*A B The right to deal in slaves was a royal claim. L1448

A *B Royalty felt there was nothing morally wrong in dealing with the slave trade. L1449

*A B A king, personally, took no part as a slaver. L1450

*A B The "assiento system" applied only to the Guinea slaves. L1451

A *B Slave traders were friends or relatives of the royal families. L1452

Source: "The Years of Trial", The African Slave Trade, (Black Mother) Atlantic - Little, Brown and Co., p. 48.

Directions: Read the following selection.

One of the changes was economic: the silks, linens, perfumes, spices, sugar, and jewels the Crusaders brought back with them created a demand for luxury goods. Before the Crusades, even nobles lacked such luxuries. In response to the growing demand for luxury items, trade with the Middle East increased rapidly.

If the statement below is something you have read in the paragraph, circle the "A"; if the statement is something you think might have happened, circle the "B".

Item:

| | | | |
|---|---|---|---|
| A | *B | The "barter"system was widely used in trading with the merchants in the East. | L 1458 |
| A | *B | Spices were much in demand in western Europe to preserve the foods and make them more palatable. | L 1459 |
| A | *B | Jewels, especially diamonds, were desired as a safe investment for surplus monies. | L 1460 |
| *A | B | One of the changes brought about by the Crusades was economic. | L 1461 |
| A | *B | The Crusades took place between the 11th and 13th centuries. | L 1462 |
| *A | B | There was a tremendous demand in Europe for luxury goods. | L 1463 |
| *A | B | Before the Crusades practically everyone, including the nobels lacked the luxuries provided by the Middle East trade. | L 1464 |
| A | *B | Many new businesses got their start because of the increased trade. | L 1465 |
| *A | B | Trade with the Middle East increased by leaps and bounds. | L 1466 |
| A | *B | Youngsters today, even some in the ghetto districts, live better than the royalty of the 10th century. | L 1467 |

Source: "Extending Ideas", Discovering American History, Holt, Rinehart and Winston, p. 40.

Directions: Read the following paragraph.

Knowledge of the protection provided by an insurance policy is most important. Sometimes people have failed to notify their insurance agents about losses for which they were entitled to payment because they did not realize that their policies covered such losses. And at times policyholders have assumed that losses they have suffered were covered, only to find on reading their policies that they were not.

If the statement listed below is a stated assumption in the above paragraph, circle the "A"; if the statement is an unstated assumption circle the "B".

Item:

*A B It is important to know what your insurance policy covers. L 1570

A *B People often misinterpret their policies. L 1571

A *B Many losses, such as draperies ruined by a rainstorm, will go without claim. L 1572

*A B Policyholders often assume that they have coverage on losses that they do not. L 1573

A *B Before signing anything, people should make sure the policy covers all they had planned to insure. L 1574

Source: General Business, Southwestern Co.

Directions: Read the following paragraph.

Automobile accident figures tell a tragic story. As we read history, we are impressed by the great loss of life in wars. But in the past 15 years, more people have been killed in automobile accidents in this country than we have lost in all our battles from the Revolutionary War through the Korean War. About 120 people will be killed today if today is an average day. Also, if this is an average day, insurance companies will pay out more than $2,000,000 during each working hour as a result of automobile accidents.

If the statement listed below is a stated assumption in the paragraph, circle the "A"; if the statement is an unstated assumption, circle the "B".

Item:

A *B Something should be done to decrease the number of accidents. L1575

*A B The death toll of all of our country's wars is less than the number killed in automobile accidents in the last 15 years. L1576

*A B On an average day 120 people will be killed in accidents. L1577

A *B The number of people killed in accidents does not impress us as much as the loss of life in wars. L1578

A *B The tragic story of automobile accidents should be of concern to everyone. L1579

Source: General Business, Southwestern Co.

Directions: Read the paragraph.

The writer of checks has a high degree of responsibility. There are several precautions to be taken in order to insure against the loss of your money because of poorly written checks. Always use ink in filling out your stubs and checks. Destroy all check forms on which you make errors. Always sign checks with the same signature as that which is recorded on the signature card at the bank to prevent forgeries. Fill in all checks completely. Don't overdraw your checking account balance. Record every check on a check stub so that you don't overdraw. Don't postdate your checks. Don't be careless.

Which of the following facts are stated assumptions and which are not? Circle "A" for those stated in the paragraph and circle "B" for those that are unstated.

Item:

*A B Not filling in the information needed to keep your records in balance may result in an overdrawn account. L1674

A *B You will be held responsible for all checks written on your account even if you are careless. L1675

A *B Using checks with an alteration on which you made an error is unwise because the bank can't tell whether the change is yours or someone else's. L 1676

*A B Poorly written checks can cost you money. L 1677

A *B Post-dating checks is dangerous because you may not make the proper deposit in time. L 1678

A *B Using ink assures you of a permanent record and makes alterations more difficult. L 1679

*A B Forgeries can be limited if you always use the same signatures. L 1680

Source: General Business, Southwestern Co.

Directions: Read the selection.

It is important to remember that in a purely competitive market no single buyer or supplier is so powerful that his individual demand or supply affects the entire market. The market price is established by the total demand and the total supply, and each buyer or supplier must accept the market situation as he finds it.

For each of the following statements, tell whether it is a stated assumption (A) or an unstated assumption (B).

Item:

*A B An individual buyer or supplier can increase or decrease his demand or supply without significantly affecting the market price. L1687

A *B When buyers or suppliers representing a large segment of the total demand or supply act together, intentionally or by chance, the market price will be seriously affected. L1688

A *B When buyers or suppliers representing a large segment of the total demand or supply act together, the market often is no longer competitive. L 1689

Source: Economics of American Living. Rand McNally.

**Directions:** Read the selection.

During the last one hundred years, numerous changes have caused supply and demand to become more controlled. Economics textbooks appearing in the last few decades devote much comment to such terms as monopoly, oligopoly, monopolistic competition, and imperfect competition. All of these terms apply to a market in which prices are not established under the conditions of pure competition. The meanings of oligopoly and monopoly overlap. Neither a monopoly nor an oligopoly faces any outside competition, and both control production and prices. Oligopoly is control of the supply by a small group of sellers who compete with each other. Monopoly is control by an individual, a business, a government, or a small group of non-competing businesses acting in concert.

For each of the following statements tell whether it is a stated assumption (A) or an unstated assumption (B).

Item:

| | | | |
|---|---|---|---|
| A | *B | The loss of our country's pure competition has been of concern to economists the last few decades. | L<br>1690 |
| *A | B | In both a monopoly and an oligopoly there is no outside competition. | L<br>1691 |
| *A | B | A business which is a monopoly controls production and prices. | L<br>1692 |
| A | *B | The main difference between an oligopoly and a monopoly is the type of people or businesses involved. | L<br>1693 |
| A | *B | During the last one hundred years our market has become one in which prices are determined by imperfect competition. | L<br>1694 |

Source: Economics of American Living, Rand McNally.

Directions: Read the following paragraph.

The Molasses Act had been pushed through Parliament by planters in the British West Indies. It was intended to force the American colonists to buy their sugar and molasses from the British West Indies. Supplies purchased from the French, Dutch, or Spanish islands could be imported into the colonies only after the payment of a very high duty. Since the British West Indies could supply only about one-eighth of the molasses needed by the colonists, the Act almost compelled colonial merchants to evade the law.

If the statement listed below is a stated assumption in the above paragraph, circle the "A"; if the statement is an unstated assumption, circle the "B".

Item:

| | | | |
|---|---|---|---|
| A | *B | American colonists used a lot of molasses. | L<br>1763 |
| *A | B | The British West Indies supplied only one-eighth the molasses needed by the colonists. | L<br>1764 |
| *A | B | Dutch, Spanish, and French molasses was more expensive than British if the duties were paid. | L<br>1765 |
| A | *B | American colonists preferred trade with the Dutch, Spanish, and French. | L<br>1766 |
| A | *B | American colonists were bitter toward the British West Indies because of the Molasses Act. | L<br>1767 |
| A | *B | Planters in the British West Indies were greedy. | L<br>1768 |

Source: Rise of the American Nation, Harcourt Brace and World, Inc., p. 57.

Directions: Read the following paragraph.

When the settlers arrived in the New World, they were European in language, dress, customs, and ways of thinking and acting. They naturally tried to reproduce the everyday ways of life with which they had been familiar in the Old World. This, of course, proved to be impossible. They quickly changed the material aspects of their ways of life - houses, clothing, tools, weapons - to meet their needs. More slowly, they began to change ideas and practices that they had brought with them from the Old World.

If the statement listed below is a stated assumption in the above paragraph, circle the "A"; if the statement is an unstated assumption, circle the "B".

Item:

| | | | |
|---|---|---|---|
| A | *B | The New World settlers brought with them their European way of life because they knew no other style. | L1769 |
| A | *B | They wanted to reproduce the old life because that way seemed the best. | L1770 |
| *A | B | The European settlers had to adjust their style of life and means of living to their needs in the New World. | L1771 |
| *A | B | Ideas gradually changed in the minds of the New World settler. | L1772 |
| A | *B | The changes taking place in the New World led to the American way of life. | L1773 |
| A | *B | The new life developing in America brought about the independence of the New World. | L1774 |

Source: Rise of the American Nation, p. 74. Harcourt, Brace and World, Inc.,

Directions: Read the following paragraph.

From the earliest days many colonial leaders looked with misgivings at the growing spirit of independence. These leaders were clinging to an old idea that it was dangerous to educate men and women or allow them to read freely. They were afraid that education would encourage the rise of what they called a "barbarous, rude, or stubborn" class of servants who would prove to be "pests instead of blessings to the country".

If the statement listed below is a stated assumption in the above paragraph, circle the "A"; if the statement is an unstated assumption, circle the "B".

Item:

| | | | |
|---|---|---|---|
| A | *B | Education can cause unrest in society. | L1775 |
| *A | B | Colonial leaders were afraid of how education would affect some people. | L1776 |
| A | *B | Sometimes governmental leaders are resistant to change. | L1777 |
| *A | B | There were opposing viewpoints towards education in the colonial period - between leaders and colonists. | L1778 |
| A | *B | Leaders feel the lay public is subserviant to them. | L1779 |
| *A | B | An educated class of people was thought by some to be a nuisance. | L1780 |

Source: Rise of the American Nation, Harcourt, Brace and World, Inc., p. 82.

Directions: Read the following paragraph.

The theater in Athens was not primarily a place of amusement. Greek drama was religious in character, and deeply moving to the audience. Dramatic works were written for a single performance only and performed in competition with the works of other playwrights. The actor wore a mask fitted with a resonant mouthpiece of brass, and a wig to indicate the character of the part he played. In tragedy actors wore shoes with high soles to give them the added dignity of height... Comedy was essentially musical, for the words were often recited to music. The author was permitted great freedom of expression. He mercilessly satirized events, issues, and well-known people of his time.

If the statement listed below is a stated assumption in the above paragraph circle the "A"; if the statement is an unstated assumption, circle the "B".

Item:

| | | | |
|---|---|---|---|
| *A | B | There was much freedom of expression in the dress of the Greek theater. | L1891 |
| A | *B | The theater in Athens had a different emphasis from that of modern-day theater in the United States. | L1892 |
| *A | B | Plays were written to be entered into competition. | L1893 |
| *A | B | The Athenian people enjoyed plays with religious themes. | L1894 |
| A | *B | Playwrights felt free to criticize important people and topics of the times. | L1895 |

Source: From Appendix I, the 7th grade model unit, *Man and the Challenge of the City*, New Trier Township Elementary School Districts, pp. 17-18.

Directions: Read the following paragraph.

For Greek parents, the lack of male children was a bitter thing. There would be no son to carry on the family religion of the hearth. The parents would be denied the burial due to them. And in the years to come who would make the accustomed sacrifices at their graves? It was almost as great a calamity to the polis, which depended on a strong body of male citizens for protection against its enemies.

If the statement listed below is a stated assumption in the above paragraph, circle the "A"; if the statement is an unstated assumption circle the "B".

Item:

| | | | |
|---|---|---|---|
| *A | B | It was the custom for a son to make sacrifices at his parents' graves. | L1896 |
| A | *B | The Greek religion permitted parents with male children a proper burial. | L1897 |
| A | *B | Religions have certain rules regarding burial rites. | L1898 |
| A | *B | Male children were important in the Greek religion. | L1899 |
| *A | B | Male children were vital to the security of the polis. | L1900 |
| *A | B | The son took over the family religion of the hearth upon his parents' deaths. | L1901 |

Source: From the 7th grade model unit, Appendix I, *Man and the Challenge of the City*, New Trier Elementary School *Districts*, p. 17.

Directions: Read the following paragraph.

> There is a growing interest in the maltreatment of Indians in American history books. and especially in textbooks. It is hardly necessary to expand here on the consequences of such deformed history; the creation or reinforcement of feelings of racial arrogance, and the disgorgement from our schools of students with a warped understanding of their cultural heritage, with no comprehension of the revolutionary changes taking place in the world, and no intellectual equipment for dealing with the problems of race relations here and abroad.

If the statement listed below is a stated assumption in the above paragraph, circle the "A"; if the statement is an unstated assumption, circle the "B".

Item:

| | | | |
|---|---|---|---|
| *A | B | American history textbooks have treated the Indian unfairly. | L1912 |
| A | *B | History books affect the way people feel about minority groups. | L1913 |

*A B The unfair view in our history texts reinforces feelings of racial superiority. L1914

*A B Our students misunderstand their cultural heritage. L1915

A *B Objective history will enable students to deal with the problem of a changing world. L1916

Source: "The Indian in American History", from the eighth grade model unit, Man and the Challenge of Majority-Minority Relationships, Appendix C, New Trier Township Elementary School Districts, p. 1.

Directions: Read the given paragraph.

Biologists and social scientists agree, then, that racial differences are simply the result of mutation and selection within the same species and that they have no inherent relation to the mental or emotional make-up of any individual nor the culture of any group. This is not to say that these differences are unimportant. They are extremely important if and when they are thought to be important. Where shades of skin pigmentation and other external traits are held to be unimportant, people who look different live in harmony within the same society. Where these traits are the basis of prejudice and discrimination, they produce intergroup tension and conflict, and have inevitable consequences for social unity and personality development.

If the statement listed below is a stated assumption in the above paragraph, circle the "A"; if the statement is an unstated assumption, circle the "B".

Item:

*A B The intelligence of an individual is not based on his race. L 1917

*A B Racial differences are as important as people make them. L 1918

A *B There are different races within the human species. L 1919

*A B Prejudice can be based on differences in external traits. L 1920

A *B Social unity can be achieved by eliminating prejudice. L 1921

Source: Modern Society, Biesanz & Biesanz, Prentice Hall, from the eighth grade model unit, Man and the Challenge of Majority-Minority Relationships, Appendix H, New Trier Township Elementary School Districts, p. 28.

Directions: Read the following paragraph:

One of the changes (set in motion by the Crusades) was economic: the silks, linens, perfumes, spices, sugar and jewels the Crusaders brought back with them created a demand for luxury goods. Before the Crusades, even nobles lacked such luxuries. In response to the growing demands for luxury items, trade with the Middle East increased rapidly. However, the cost and difficulty of bringing goods to Europe from the Middle East hindered this trade. Most of the journey, was overland. Overland transport was the slowest way to travel. The poor conditions of the roads - where roads existed - added to the caravans' problems. Land travel was dangerous, too, since the caravans were tempting prey for thieves. Finally, it was expensive to outfit and provision a lengthy expedition.

If the statement listed below is a stated assumption in the above paragraph, circle the "A"; if the statement is an unstated assumption, circle the "B".

Item:

*A B The Crusades created a demand in Europe for luxury goods from the Middle East. L1963

A *B Difficulties in transporting goods from one place to another increase their price. L1964

A *B The civilizations in the Middle East at the time of the Crusades were more wealthy than those in Europe. L1965

*A B In spite of the difficulties in transporting goods on the overland routes, trade increased between the Middle East and Europe. L1966

*A B In order to meet the demands for luxury goods, merchants took economic risks. L1967

Source: From the 5th grade model unit, Individualism and the Growth of the American People, Appendix B, p. 5, an excerpt from Discovering American History, Holt, Rinehart, Winston. New Trier Township Elementary Districts.

Directions: Read the following paragraph.

The Berlin blockade, as a Soviet threat to western Europe, stirred countries there to bunch together against future Soviet military moves. In April, 1949, the United States joined eleven of them in signing the North Atlantic Treaty. Later the twelve were joined also by Greece, Turkey, and West Germany. For the first time since the alliance of 1778 with France, the United States had promised military action in advance of trouble.

If the statement listed below is a stated assumption in the above paragraph circle the "A"; if the statement is an unstated assumption, circle the "B".

Item:

*A B NATO was a departure from isolationism in U.S. foreign policy. L1998

A *B The Berlin blockade was a Soviet attempt to send the allied powers out of eastern Europe. L1999

*A B Greece joined NATO but not as a charter member. L2000

A *B Soviet aggression can only be stopped by allied alliances. L2001

*A B The U.S. had stayed away from foreign alliances since the Revolutionary War. L2002

*A B The purpose of NATO was to prevent future Soviet aggression. L2003

*A B The Berlin blockade posed a threat to western Europe. L2004

A *B Aggression always leads to alliances. L2005

Source: The Free and the Brave, Rand McNally and Co., p. 677.

Directions: Read the following paragraph.

Going against the Treaty of Versailles, Hitler in 1936 sent his soldiers to the Rhineland - German territory west of the Rhine River. (The treaty had provided that no army would ever be placed there.) Although this move was part of Hitler's scheme of aggression - violation by force of the rights of other countries - no nation moved to stop him.

If the statement below is a stated assumption in the above paragraph, circle the "A"; if the statement is an unstated assumption circle the "B".

Item:

| | | | |
|---|---|---|---|
| *A | B | Hitler had little, if any, use for the dictates of the Versailles Treaty. | L2006 |
| A | *B | Because he planned to ignore the Versailles Treaty, Hitler was about to go into Poland. | L2007 |
| A | *B | A policy of appeasement usually leads to aggression on the part of dictatorships. | L2008 |
| *A | B | France did not oppose Hitler's entrance into the Rhineland. | L2009 |
| *A | B | Aggression is when one nation uses force against another nation. | L2010 |
| *A | B | According to the agreements reached at Versailles, Hitler had no right to move into the Rhineland. | L2011 |
| *A | B | The United States took no action against Hitler when he sent his troops into the Rhineland. | L2012 |
| *A | B | Hitler moved into the Rhineland in 1936 after weighing the possibilities carefully. This was not a move of impulse. | L2013 |

Source: *The Free and the Brave*, Rand McNally and Co., p. 648.

Directions: Read the following paragraph.

*Cry, the Beloved Country* by Alan Paton is a well-known novel about life in the Republic of South Africa. It is the story of the Rev. Stephen Kumalo, a Negro preacher in a small African village. He is worried about his Absalom, who has gone to Johannesburg to make money.

If the statement listed below is a stated assumption, circle the "A"; if the statement is an unstated assumption, circle the "B".

Item:

| | | | |
|---|---|---|---|
| *A | B | *Cry, the Beloved Country* is a widely read novel. | L 2036 |
| A | *B | Absalom feels the need to improve his economic situation. | L 2037 |

*A B Stephen Kumalo lives in a small town in South Africa. L 2038

A *B Alan Paton has interest in South Africa. L 2039

A *B Stephen Kumalo has a great deal of interest in his son. L 2040

Source: Exploring a Changing World, Globe Book Co., p. 62.

Directions: Read the following paragraph.

> Americans in 1783 sighed in relief that the fighting of the American Revolution was over. Their energies and emotions had one purpose: winning the war. Yet a huge new effort was required to make the separate states work together in harmony now that there was no longer an enemy to unite Americans.

After reading the above paragraph about the end of the Revolution, circle the "A" if the statement tells you something that was stated in the paragraph; circle the "B" if the statement was not stated in the paragraph.

Item:

*A B The Americans were quite pleased that the war had finally ended. L 2055

*A B Having a common enemy in the English had united many Americans. L 2056

A *B Many Americans had been loyal to the colonists in their battle against the British. L 2057

A *B Harmony often leads to discontent. L 2058

*A B A great deal of difficulty had arisen during the war in trying to get the separate states to work together. L 2059

Source: The Free and the Brave, Rand McNally, Chapter 11.

# SECTION M

# DISTINGUISHING BETWEEN SELECTED TERMS

Objective: THE STUDENT WILL DEMONSTRATE HIS ABILITY TO DISTINGUISH BETWEEN SELECTED TERMS BY CORRECTLY CATEGORIZING THEM.

Directions: From the given list of terms choose the word needed to complete the following statements. Circle the correct answer.

A. nationalism
B. imperialism
C. militarism
D. alliance
E. neutrality
F. isolationism

Item:

| | | |
|---|---|---|
| A *B C D E F | The acquiring of colonies by a nation outside its borders may be defined as _______. | M2090 |
| A B C D *E F | A nation which does not take sides in a conflict of war is demonstrating _________. | M2091 |
| *A B C D E F | A strong feeling for one's country may be defined as ___________. | M2092 |
| A B *C D E F | Placing excessive importance on armaments may be defined as ____________. | M2093 |
| A B C D E *F | The refusal of a nation to participate in international affairs may be defined as _________. | M 2094 |
| A B C *D E F | A formal agreement between two or more nations may be defined as (a)(an) ___________. | M2095 |

Directions: Read each of the following statements and then decide whether it refers to isolationism, imperialism, militarism, or nationalism. Circle the correct answer.

A. isolationism
B. imperialism
C. militarism
D. nationalism

Item:

| | | |
|---|---|---|
| A *B C D | Italy desired additional colonies. | M2096 |
| A B C *D | France wanted to regain Alsace-Lorraine. | M2097 |
| A B *C D | European nations were building powerful armies. | M2098 |

*A B C D The United States did not want to become involved in the European conflict. M2099

A B C *D The subjugated people in Europe longed for a state of their own. M2100

A *B C D Germany was anxious to gain control of the Berlin to Bagdad Railroad. M2101

Item:

Town meetings, county system, House of Burgesses, and Mayflower Compact were all examples of the colonists' attempt to ________. M2227

a. Work out their economic problems with England.
b. Establish religious freedom in the colonies.
*c. Govern themselves.
d. Meet with and make treaties with Indian tribes.

Source: Henry Graff, The Free and the Brave, Rand McNally, 1967, pp. 97, 75-76, 82.

When settlers of certain colonies arranged that the laws for their colony were not made by the minister, they were establishing ________. M2228

a. Opportunities to better oneself.
*b. Separation of church and state.
c. Respect for the individual.
d. Unity among the colonies.
e. Tax supported public schools.

Source: Henry Graff, The Free and the Brave, Rand McNally, 1967, pp. 91, 223.

The Toleration Act of 1649, the migration of the Puritans to the New World, the founding of Maryland and Rhode Island all illustrate the desire for ______________. M 2229

a. freedom of land ownership.
b. claiming land in America.
c. establishing unity among the colonies.
*d. freedom of worship.
e. educating colonial children.

Source: Henry Graff, The Free and the Brave, Rand McNally, 1967, pp. 87, 93, 100, 102.

Directions: Many different religious groups settled in the English colonies. The following imaginary statements could have been made by a Catholic, Puritan, Separatist, Quaker, or member of the Church of England. Circle the letter of the correct answer.

C Catholic
P Puritan
S Separatist
Q Quaker
A Church of England member

Item:

C P S *Q A We are very peaceful people, and refuse to fight in any of the King's wars. M 2242

C P *S Q A The King's church is too ceremonial for my liking. I think we should leave England completely and form an entirely new and different church. M 2243

C P S Q *A The King is the head of our church. M 2244

C *P S Q A The present church is much too formal. We should change or reform the ways of the church and make them more informal, yet remain within the bounds of the church. M 2245

C *P S Q A I live in a theocratic community. M 2246

C P S *Q A I do not believe that a minister or organized church service is necessary to link man and God. Each person should be able to show his affection to God in his own personal way and whenever he feels called to express himself. M 2247

| | | |
|---|---|---|
| C P *S Q A | I suppose history will someday call me a Pilgrim as that means wanderer, and I lived several places before coming to America. | M2248 |
| C P S Q *A | I pay taxes to the King for the support of my church. | M2249 |
| *C P S Q A | My church is said to be a very high church. Personally, I like the ceremony and ritual of our services just as it has always been. | M2250 |
| C *P S Q A | I was a well-to-do merchant in Manchester before coming to America. I was glad that this new colony was well-organized and planned before I came here. | M2251 |
| C P *S Q A | The first year I lived in the New World was utter disaster. Over half of our group died, and I lost my wife and son. I guess I was very lucky to survive. | M2252 |
| *C P S Q A | Although we believe that our church is the original one and the best one, we did allow people of other religions to settle in our colony. Our colony even passed a law requiring religious tolerance for all. | M2253 |
| C P S Q *A | I live in Charleston, South Carolina. Most of the people of my religion do live in southern colonies. | M2254 |
| C P S *Q A | We believe that all people are equal. We show no special homage to superiors. Neither do we believe in slavery. | M2255 |

Source: Henry Graff, The Free and the Brave, Rand McNally, 1967, pp. 79-80, 87-91, 102, 113.

Directions: The following statements were selected from the Monroe Doctrine. Read through all the statements carefully and then select the best translation of each statement into modern-day language.

1. The American continents ... are henceforth not to be considered as subjects for future colonization by any European powers... 2. We owe it, therefore, to candor and the amicable relations existing between the United States and those powers Quadruple Alliance to declare that we should consider any attempt on their part to extend their system to any portion of this hemisphere as dangerous to our peace and safety. 3. With the existing colonies or dependencies of any European power, we have not interfered and shall not interfere. 4. But with the

governments who have declared their independence and maintained it, and whose independence we have... acknowledged, we could not view any interposition for the purpose of oppressing them, or controlling in any other manner their destiny, by a European power in any other light than as the manifestation of an unfriendly disposition toward the United States.... 5. Our policy in regard to Europe, which was adopted at an early stage of the wars which have so long agitated that quarter of the globe nevertheless remains the same, which is not to interfere in the internal concerns of any of its powers....

Item:

Sentence #1 means:

a. The European nations would have to give up all their colonies in the Western Hemisphere. M 2274
b. European nations would be able to establish new colonies in the United States and its territories.
c. The United States would not establish any new colonies in all the Western Hemisphere.
*d. European nations could establish no new colonies in the Western Hemisphere.

Sentence #2 means:

a. An attempt by a nation of Europe to impose its kind of government on the United States would be considered a danger to the United States. M 2275
b. An attempt by the United States to impose its kind of government on the Western Hemisphere would be considered dangerous to the safety of the United States.
*c. The United States would consider it an unfriendly act if a nation of Europe tried to impose its form of government on a nation in the Western Hemisphere.
d. Any attempt by a nation to change the government of its colonies in the Western Hemisphere would be considered harmful to the safety of the United States.

Sentence #3 means:

*a. The United States will not bother the colonies of European nations now existing in the Western Hemisphere. M 2276
b. European nations will not bother colonies now existing in the Western Hemisphere.
c. The U. S. will not bother the colonies of European nations anywhere in the world.
d. European nations will not bother the colonies of the U. S.

Statement #4 means:

a. The United States will consider as an unfriendly act any attempt by a nation of the Western Hemisphere to gain its independence. M2277

*b. The U. S. will look upon any attempt by a European nation to interfere in the affairs of an independent nation of the Western Hemisphere as a cause of war.

c. Any attempt to interfere with the independence of the United States will be considered a cause of war.

d. An independent nation of the Western Hemisphere will consider any attempt on the part of another nation to interfere in its government as a cause of war.

Statement #5 means:

*a. The United States will under no circumstances interfere in the problems of Europe. M2278

b. The problems of Europe are of great concern to the United States.

c. The United States will help Europe in all its problems.

d. The United States will not help Europe in any way except in war.

Directions: Read each of the three statements and select the best answer.

Item:

Which of the following statements is the least important factor for determining a foreign policy? M2279

a. Country X has a population of 1,300,000.

b. Seventy-five percent of its people are farmers.

c. Most of the people of Country X produce only enough food for their own consumption.

*d. The citizens of Country X live quiet lives.

Which of the following statements is the least important factor for determining a foreign policy? M2280

a. Country Y is bordered on all sides by larger countries.

b. The country is predominantly industrial.

*c. It is the world's largest producer of clocks.

d. It has few natural resources.

Which of the following statements is the least important factor for determining a foreign policy? M2281

a. Country Z is located in a mountainous region.
b. It has a very small population.
*c. Most of the people travel on horse back.
d. It has no major industry.

Directions: Read each of the following statements and select the best answer.

Item:

Country A joins an international trade organization in order to limit the harmful effects of high tariff. What is the main objective of the above policy? M2282

a. National security.
*b. Economic welfare.
c. Protection at home and projection abroad of national ideology.
d. Power and prestige.
e. Humanitarianism.

Country B follows a policy to eliminate subjugation of one people by another. What is the main objective of the above policy? M2283

a. National security.
b. Economic welfare.
c. Protection at home and projection abroad of national ideology.
d. Power and prestige.
*e. Humanitarianism.

Country C forms a military alliance with a neighboring nation to protect it against an enemy they have in common. What is the main objective of the above policy? M2284

*a. National security.
b. Economic welfare.
c. Protection at home and projection abroad of national ideology.
d. Power and prestige.
e. Humanitarianism.

Country D follows a policy which will result in its control of all its neighboring nations. What is the main objective of the above policy? M2285

a. National security.
b. Economic welfare.
c. Protection at home and projection abroad of national ideology.
*d. Power and prestige.
e. Humanitarianism.

Country E uses every opportunity to influence the governments of other nations to elect officials sympathetic to its views. What is the main objective of the above policy? M2286

a. National security.
b. Economic welfare.
*c. Protection at home and projection abroad of national ideology.
d. Power and prestige.
e. Humanitarianism.

Country A takes over smaller nations which possess raw materials not available in Country A. The above statement contains 2 different foreign policy objectives. Select the letter of the correct combination of objectives. M 2287

a. Humanitarianism and power and prestige.
b. Protection at home and projection abroad of national ideology and economic welfare.
c. National security and humanitarianism.
*d. Power and prestige and economic welfare.

Country B feels that by establishing factories in under developed countries it is improving the standard of living of the local people although wages are very low. The above statement combines 2 different objectives. Select the letter of the correct combination of objectives. M2288

*a. Humanitarianism and economic welfare.
b. Power and prestige and national security.
c. Protection at home and projection abroad of national ideology and economic welfare.
d. Power and prestige and protection at home and projection abroad of national ideology.

Country C tries to introduce its form of government in its neighboring nations to eliminate a potential enemy on its border. The above statement combines 2 different objectives. Select the letter of the correct combination of objectives. M2289

a. Power and prestige and economic welfare.
*b. Protection at home and projection abroad of national ideology and national security.
c. Humanitarianism and national security.
d. Economic welfare and national security.

Directions: Read the statement carefully and select the letter of the best response.

Item:

Country A declared war to gain additional territory. Consequently, Country A is boycotted by several other nations. Which two goals are in conflict in the above statement? M2290

a. National security and humanitarianism.
*b. Power and prestige and economic welfare.
c. Economic welfare and protection at home and projection abroad of national ideology.
d. National security and economic welfare.

Country B, a country which works to promote democracy in the world, forms a disarmament pact with a communist nation. Which 2 goals are in conflict in the above statement? M2291

a. Protection at home and projection abroad of national ideology and economic welfare.
b. Power and prestige and humanitarianism.
*c. National security and protection at home and projection abroad of national ideology.
d. National security and economic welfare.

Country C, a country which feels it has a responsibility for giving aid to under developed nations, is forced to tax its own citizens heavily. Which 2 goals are in conflict in the above statement? M2292

a. Humanitarianism and national security.
b. Economic security and power and prestige.
c. National security and protection at home and projection abroad of national ideology.
*d. Humanitarianism and economic security.

Directions: Sometimes when a nation achieves a goal in foreign policy, problems result which may lead to further adjustments. Listed below are six different situations. If the achievement of the goal resulted in a problem, circle the "A". If if did not, circle the "B".

Items:

| | | |
|---|---|---|
| A *B | A tariff on cotton prevents competition with foreign produced cotton and increases the price of domestic cotton. | M2293 |
| *A B | A reciprocal trade agreement lowers the tariff on certain foreign made items allowing them to sell less than domestic. | M2294 |
| *A B | A disarmament agreement weakens the effectiveness of a country's missile system. | M2295 |
| A *B | The agreement to outlaw war as a means of settling international disputes leads to world peace. | M2296 |
| *A B | The projection of an ideology to other nations is interpreted as attempt to gain control. | M2297 |
| *A B | An attempt to improve the standard of living of under developed nations is interpreted as an attempt to control them. | M2298 |

# SECTION N

# INTERPRETING AND APPLYING THE PROVISIONS OF A DOCUMENT

Objective: THE STUDENT WILL DEMONSTRATE HIS KNOWLEDGE OF THE PROVISIONS OF A DOCUMENT BY APPLYING THEM TO APPROPRIATE SITUATIONS.

Directions: Read each one of the following selections and then decide which of the responses is correct.

Item:

Mr. Jones would like to run for an office in the Federal Legislature. He is 34 years old, divorced, and has two children. He is a high school graduate. He was born in England, has been a citizen of the U. S. for 7 years, and lived in Illinois for 4 years. For which of the following would he be eligible? N 2185

a. Both Senator and Representative
b. Senator
c. No Federal Legislative office
*d. Representative to the House

Senator Szog knows that his State must match Federal funds in order to have sufficient funds for new educational programs. Several of his constituents have made suggestions for raising the needed revenue for the State. Which one of these suggestions is not permitted to the State, according to the Federal Constitution? N 2186

*a. A tax on all goods coming into a State.
b. A State Income Tax.
c. An Excise Tax on gasoline.
d. A Sales Tax on all goods purchased within the State.

Jim Wesley was discovered driving away from the scene of a supermarket robbery. The store cashier later identified Jim in a police line-up. During the trial, however, the cashier became undecided about Jim's identification and a friend provided an alibi for Jim's whereabouts at the time of the crime. Jim was declared not guilty and freed. The District Attorney has come up with new evidence placing Jim at the scene of the crime. Can Jim be brought to trial again? As his lawyer, you tell him that ________________. N2187

a. A new trial can be called at any time upon the presentation of new evidence.
*b. No one may be tried for the same crime twice.
c. A new trial can be called for only if it can be proven that the presiding judge was prejudiced.
d. A new trial could be called if the original verdict had been guilty.

Flower Pott, a college student, was picked up by the narcotics squad for smoking and pushing the sale of marijuana. The judge, who is strongly opposed to the use of narcotics, found Flower Pott guilty. In order to discourage other students from trying marijuana, the judge ordered Flower to be kept in solitary confinement for three months and fined her ten thousand dollars. As her lawyer, you tell her that ________. N2188

a. The presiding judge only has the right to decide guilt. The punishment for each case is clearly defined by law. Since the punishment does not match the law, you will appeal the verdict.
b. The presiding judge is permitted by law to impose any punishment or fines he deems valid and she has no cause for appeal.
*c. No one can be given excessive fines or unusual punishment by a judge and you will appeal the verdict.

Mr. Bloom moved from Highland Park to Washington, D.C. to open a drugstore. After living in Washington for a year, the national elections are held. Mr. Bloom has been told by one of his employees that he cannot vote as a resident of Washington, since Washington, D. C. is not a State. When he seeks your advice, you tell him that he ________. N2189

a. Can vote only by absentee ballot, provided he keeps a residence in Illinois.
b. Has to return to Illinois once a year in order to fulfill his requirements as an Illinois voter.
*c. Can vote as a Washington resident if he fulfills local requirements.
d. Has lost his right to vote in national elections, but he can vote for local officials.

Judge Elmo Gallop has been appointed to the Supreme Court. He now lives in Chicago. His wife loves their home and does not want to sell it. His son urges his father to sell it because it is old. The judge will most likely ________. N 2190

a. Sell his house because a Supreme Court Justice is provided with a home just as the President is.
b. Keep the house because he will need to return to it when his term of office expires at the end of seven years.
c. Sell the house because he feels confident he can be reappointed to office when the next President takes over.
*d. Sell the house because the appointment is a lifetime one and he will probably never return to Chicago to live.

Susan and Don Smart were legally married in Wisconsin while students at the State University there. They have now graduated and are moving to Arkansas. Their marriage _______. N 2191

a. Is not legal in Arkansas because each State has its own requirements for a marriage license and they must get a new one.
b. Is not binding once they cross the State borders of Wisconsin because Susan was only 20 at the time of their marriage.
c. Is legal because all States have the same requirement for a marriage license.
*d. Is legal because each State recognizes the public records and acts of every other State.

The President was in the process of making a trade treaty with Sylvania when our Ambassador, John James was accused of publicly insulting the King of Sylvania. The President called for the Ambassador's return and appointed a new Ambassador in his place. The President also requested Congress to pass a law calling for legal action to be taken against any Ambassador who misbehaves while in office. Before Congress can take action, the new Ambassador is assassinated upon his arrival in Sylvania and the President declares war on that country. One of the acts described above would be considered unconstitutional because the President does not have the right _______. N 2192

a. To ask for new laws that may be needed.
*b. To declare war.
c. To recall an Ambassador.
d. To appoint an Ambassador.

Fatso Fagin, Union Leader, has been subpoenaed (summoned) to appear by a legal writ to a Congressional hearing on racketeering in labor unions. Senator Cole asked Fagin to explain his meetings with several gangsters as well as some large checks deposited in Fagin's bank account following these meetings. Fagin has refused to answer Senator Cole's questions. The Senator has threatened to jail Fagin if he continues to remain silent. Fatso Fagin ______. N 2193

*a. Need not answer because a man cannot be forced to testify against himself.
b. Need not answer because a man is entitled to keep secret what goes on in his home.
c. Can be jailed because a witness must answer even if the testimony incriminates him.
d. Can be jailed because a Congressional hearing is considered a court of law.

Abel Kane, after a family argument, shot and killed his brother, the Reverend Kane. Abel's sister, Mary, saw the crime. Abel's lawyer has asked her to testify and she has refused. The judge decreed that she ______. N 2194

*a. Must appear because witnesses can be forced to testify.
b. Need not appear because it would violate her civil rights.
c. Need not appear because members of a family need not testify against one another.
d. Need not appear because her feelings might be prejudiced.

Bob Slocum belonged to a peace organization. He led a demonstration protesting the war in Vietnam in front of the high school stadium the day of the big football game. A policeman asked the group to march across the street since they were holding up the flow of traffic into the stadium. Bob refused to move. He said he would stand on his Civil Rights. The policeman arrested Bob. As his lawyer you advise Bob ______. N 2195

a. That the Constitution guarantees his right of assembly and that he will be freed.
b. That the Constitution guarantees his right of free speech and that he will be freed.
c. Both a and b.
*d. That it may be questionable as to whether he lost his right to assemble and protest because he was a threat to the public safety.

California would like to have a new interstate highway built connecting its western coast with Nevada. With such a large population and representation in Congress, it has been able to push through a bill in the House. However, it has been unable to get enough votes in the Senate to pass the measure. This is an example of ________. N2196

a. The success of the separation of powers idea.
b. The implied powers of Congress.
*c. The value of the great compromise.
d. The residual powers of Congress.

Among the powers of Congress is the right to declare war. The Congress of the United States has never declared war on North Vietnam. It has been possible for the United States to increase its involvement in Vietnam through which one of the following powers? N2197

*a. The power to raise and support armies, but no appropriation of money to that use shall be for a longer term than two years.
b. The power to provide for calling forth the militia to execute the laws of the union, suppress insurrections and repel invasions.
c. The power to make rules for the government and regulation of the land and naval forces.
d. The power to regulate commerce with foreign nations, and among the several states, and with the Indian tribes.

The President has been urging Congress to pass a bill putting an increased luxury tax on furs, jewelry, and automobiles. In order for the bill to become law, which one of the following must be done? N2198

a. Be passed by both the Senate and House by a 2/3 vote of each.
*b. Be passed first by the House before it goes to the Senate.
c. Be signed by the President.
d. Be introduced simultaneously in both Houses.

The poor people's lobby has been trying to get a bill passed calling for a guaranteed minimum income. In order for the bill to become law, which one of the following must be done? N2199

*a. Be passed by both Houses of Congress and signed by the President.
b. Be passed first by the House before it goes to the Senate.
c. Be vetoed by the President.

Thomas Fell was stopped by a police officer while strolling around town Saturday night. After being frisked and questioned by the officer, he was taken to jail. The officer refused to tell Jim why he was being held. When Jim's father came to the jail, the first thing he did was to ______. N 2200

a. Demand a Bill of Attainder.
b. Call for a prompt trial.
*c. Demand a Writ of Habeas Corpus.

President Lyndon Johnson nominated Justice Abe Fortas to become Chief Justice of the Supreme Court when Earl Warren retired. The Senate opposed and prevented the appointment, clearly demonstrating ______. N 2201

a. The Great Compromise.
*b. The system of Checks and Balances.
c. The residual powers of the Senate.
d. The law of Expost Facto.

Early in March, Allan Flunk, leader of the student revolt at Muddywater State College, led a demonstration on campus. Students used water pistols to harass professors who crossed their picket lines. The State Legislators, at the end of the month, passed a law making the use of water pistols on a college campus illegal. Joe was then brought to trial for illegal use of a water pistol and sentenced to a jail term. Joe protested his sentence on the grounds that ______. N 2202

a. The separation of powers prevents a State Legislature from making laws that affect a college campus.
b. He was jailed without a Writ of Habeas Corpus.
*c. He was convicted on an Ex Post Facto law.
d. The Legislature issued a Bill of Attainder.

A large newspaper has just run a series of articles about Senator Arco. The articles have accused him of misconduct in office and have called for his impeachment. For which one of the following acts could he be impeached? N 2203

a. In a speech in the Senate, he called the President "a War-Mongering Tyrant".
b. He has been arrested three times for speeding in his automobile.
*c. He has been receiving a salary as postmaster in his home town, while he has been a Senator.
d. While on a national television program, he refused to answer questions about how he can afford to maintain a yacht and three expensive homes on a Senator's salary.

Congress passed a law stating that the Pledge of Allegiance must be recited daily in every classroom in the country. Since the pledge contains the words, "under God", Mr. Adams, a teacher, has refused to have the pledge recited in his classroom on the grounds that it violates a section of the Constitution. A court case has been started on behalf of Mr. Adams, who has been threatened with dismissal from his job. The case will probably end in the Supreme Court. The case ________. N 2204

*a. Reflects the principle of judicial review.
b. Is an example of the residual powers of Congress.
c. Is based on the ideas of the Great Compromise.
d. Reflects the power of the Executive Branch of government.

Source: The Federal Constitution.

Directions: Using your copy of the Constitution, read and analyze the following cases. Decide whether you, as a lawyer, believe the client has a case you can win. Then select the answer which best describes your belief. If you select a, b, c, or d, then select the number of the section of the Constitution from the list below that you would use in your argument in court.

Item:

Case I - A Southern State passed a bill calling for a "registration fee" for all voters. In this way, the Legislators hope that the Negroes will be discouraged from voting. The Legislators base the bill on qualifications. A committee of black voters has asked you to challenge the law. N 2205

*a. The client has an excellent chance of winning because he is backed by a section of the Constitution.
b. The client has a probable chance of winning. It depends upon the court's interpretation of a section of the Constitution.
c. The client will probably lose the case because the Federal Constitution specifically denies his action.
d. The client will probably lose the case because the Federal Constitution specifically backs the prosecution.
e. The Federal Constitution does not specifically cover this kind of case.

#1 - Amendment I
#2 - Amendment II N2206
#3 - Article IV
#4 - Article VI
#5 - Amendment X
*#6 - Amendment XXIV

Case II - Mrs. Pickett was found shoplifting in a large department store. When a police officer came to take her to jail, Mrs. Pickett argued that she could not be legally jailed. She stated that since she had a charge account in the store, all the management had to do was put the items on her account and it was not theft. The arresting officer insists on booking her for theft. Mr. Pickett has come to you for advice. N2207

a. The client has an excellent chance of winning because she is backed by a section of the Constitution.
b. The client has a probable chance of winning. It depends upon the court's interpretation of a section of the Constitution.
c. The client will probably lose the case because the Federal Constitution specifically denies his action.
d. The client will probably lose the case because the Federal Constitution specifically backs the prosecution.
*e. The Federal Constitution does not specifically cover this kind of case.

#1 - Amendment I
#2 - Amendment II N2208
#3 - Article IV
#4 - Article VI
#5 - Amendment X
#6 - Amendment XXIV

Case III - The White Knights, a racist hate group, demonstrated outside the State Legislature when a hunger bill was under consideration. They carried signs saying "Black Is Bad", "The Police are Pigs", "Daley is a Dope". When several of the Legislators left the building, the demonstrators began yelling at them. The police intervened and took several of the demonstrators to jail. One of the White Knights has contacted you to defend him in court. N2209

a. The client has an excellent chance of winning because he is backed by a section of the Constitution.
*b. The client has a probable chance of winning. It depends upon the court's interpretation of a section of the Constitution.
c. The client will probably lose the case because the Federal Constitution specifically denies his action.
d. The client will probably lose the case because the Federal Constitution specifically backs the prosecution.
e. The Federal Constitution does not specifically cover this kind of case.

*#1 - Amendment I N2210
#2 - Amendment II
#3 - Article IV
#4 - Article VI
#5 - Amendment X
#6 - Amendment XXIV

Case IV - A State Legislature in the South enacted a law limiting non-white students in an integrated school to 40 percent of the school enrollment. Congress passed a law stating that school integration should be based on the ration of white and non-white students to white and non-white population in the town. The Southern State says its law has priority over the Federal law because it was enacted first. The Federal Court is prosecuting and you have been hired to defend the State's case. N2211

a. The client has an excellent chance of winning because he is backed by a section of the Constitution.
b. The client has a probable chance of winning. It depends upon the court's interpretation of a section of the Constitution.
c. The client will probably lose the case because the Federal Constitution specifically denies his action.
*d. The client will probably lose the case because the Federal Constitution specifically backs the prosecution.
e. The Federal Constitution does not specifically cover this kind of case.

#1 - Amendment I N 2212
#2 - Amendment II
#3 - Article IV
*#4 - Article VI
#5 - Amendment X
#6 - Amendment XXIV

Case V - A group of students drove a car from their home State of Iowa to California. While driving through Arizona, they were arrested for exceeding the local speed limit. The driver of the car protested that he was driving within the highway speed limits set by his home State where he had gotten his license. The arresting officer stated that Arizona's speed limits were different and he had to obey the local ordinance. If the driver comes to you, what would you tell him? N 2213

a. The client has an excellent chance of winning because he is backed by a section of the Constitution.
b. The client has a probable chance of winning.It depends upon the court's interpretation of a section of the Constitution.
c. The client will probably lose the case because the Federal Constitution specifically denies his action.
*d. The client will probably lose the case because the Federal Constitution specifically backs the prosecution.
e. The Federal Constitution does not specifically cover this kind of case.

#1 - Amendment I N 2214
#2 - Amendment II
*#3 - Article IV
#4 - Article VI
#5 - Amendment X
#6 - Amendment XXIV

Case VI - The Governor appointed three men to a commission to investigate crime in the State. When one of the members of the commission, Mr. Schmidt, publicly blamed the Governor for much of the problem, the Governor removed him from office. Mr. Schmidt is a close friend of the President, who has stated that the Governor has no right to remove Mr. Schmidt from office since he N 2215 had done no illegal act. If Mr. Schmidt is your client, what would you tell him?

a. The client has an excellent chance of winning because he is backed by a section of the Constitution.
b. The client has a probable chance of winning. It depends upon the court's interpretation of a section of the Constitution.
c. The client will probably lose the case because the Federal Constitution specifically denies his action.
d. The client will probably lose the case because the Federal Constitution specifically backs the prosecution.
*e. The Federal Constitution does not specifically cover this kind of case.

N 2216

#1 - Amendment I
#2 - Amendment II
#3 - Article IV
#4 - Article VI
#5 - Amendment X
#6 - Amendment XXIV

Directions: Below are a set of problems. You are not required to answer the problem, merely to discover whether you could find the solution in the Federal Constitution. Select the letter that best describes your classification. If your answer is letter "a", or "b", put the article and section, or amendment which applies. Classify the answer.

a - If it is clearly stated in the Constitution.
b - If the correct answer is implied in the Constitution
c - If the answer does not depend on information given in the Federal Constitution.

Item:

The President has decided that the Department of Health, Education and Welfare would operate more efficiently if it were separated into two departments. He has ordered an analysis of the problem to see how it may be most effectively done. Can a Federal Department be divided? N 2217

a.
*b.
c.

Senator Blab drowned while on a fishing trip during the summer recess of the Senate. The President would like a Republican to be given the interim appointment. The Governor of Senator Blab's State wishes to appoint a Democrat. Who has the power to make the appointment? N 2218

*a. 17th Amendment
b.
c.

Congress is considering a law giving to every child under 18, $15 annually, to be used for proper dental care. The Dental Association states that such a law is illegal. Can such a law be passed? N 2219

a.
*b. Article I, Section 8
c.

Miss Lucy Labelle, a Hollywood actress, signed a contract to do a television series in New York City. She bought a house and was living there three months at the time of the Presidential elections. When she tried to vote in New York she was told she did not meet the State qualifications. She said that she had been a qualified voter in California and since this was an election for a national office, she had the same right to vote any place in the country. Was Miss Labelle right? N 2220

a.
b.
*c.

Source: The Federal Constitution.

Directions: Read each one of the following selections and then decide which of the responses is correct.

Item:

On April 30, 1789, George Washington was inaugurated as first President of the United States. He had been elected unanimously by delegates to the Electoral College. These delegates, called Electors, had been chosen by the voters of their respective States to select the President. Washington served for two terms and then declined to run for a third term. Many changes have taken place in the process of electing a President. Which one of the following changes has not taken place? N2221

a. The President is inaugurated on January 30th instead of April 4th.
*b. The President is elected by direct popular vote instead of the Electoral College.
c. The President is not permitted to serve more than two terms.
d. The President will probably not be elected unanimously by the Electoral College.

The President of the United States, John Doe, has decided that there is a lack of law and order in the country. He feels he has the support of many of the people and most of the present members of Congress. But he feels he will lose much of his Congressional support in the up-coming elections before he can push through the laws he wants. He therefore has ordered that all elections for the Federal Legislature be suspended for two years. Could such an action take place? N2222

a. No, because the President cannot ask Congress to propose an amendment to the Constitution.
b. Yes, because the President is given implied powers to enact laws for the good and welfare of the country.
*c. No, because the Constitution is the supreme law of the land and the President can take no action contrary to the Constitution.
d. Yes, because the President's power is supreme over Congress and the Constitution.

Source: Federal Constitution.

Directions: Each characteristic or power found on the following list is typical of either the Articles of Confederation or the Constitution. Indicate by circling A if this was characteristic of the Articles of Confederation or C if this was a characteristic of the Constitution. Circle only one.

Item:

| | | | |
|---|---|---|---|
| *A | C | Could not draft soldiers. | N 2446 |
| *A | C | Could not regulate trade passing between the states. | N 2447 |
| A | *C | First U. S. Government to call for a President. | N 2448 |
| *A | C | Had power to ask states for money. | N 2449 |
| A | *C | Power to coin money. | N 2450 |
| A | *C | Power to issue patents. | N 2451 |
| *A | C | First U. S. Government with the power to declare war. | N 2452 |
| A | *C | Power to handle disputes between states. | N 2453 |
| A | *C | First U. S. Government with the power to levy an income tax. | N 2454 |
| A | *C | The "elastic clause" was found in this document. | N 2455 |

Source: This is America's Story, Wilder, Ludlum, Brown, Chapter 11.

Directions: Each item found below may be answered by selecting one of the four choices. Circle the letter of the correct answer.

Item:

Which of the following would be Constitutional? N2474

*a. The graduated income tax.
b. A Presidential declaration of war.
c. Keeping a man in jail two weeks without charging him.
d. Trying a man for a crime a second time.

The President may not be impeached for one of the following reasons. N2475

a. Treason
b. Bribery
c. Committing a high crime
*d. Pardoning a murderer

Federal money may be set aside to improve the harbor of Chicago by N2476

a. Presidential order.
*b. Congress.
c. a vote of the people.
d. approval of all fifty of the State Legislatures.

The Bill of Rights applies today to which of the following? N2477

*a. Giving evidence in court or at a hearing.
b. Fair election procedures.
c. Equal representation in Congress.
d. Right to have ones' case heard in the Supreme Court.

Amendment Twelve deals with the election of N2478

a. Representatives.
b. Senators.
*c. the President.
d. the Cabinet.

Which of the following is not a power given to the President? N 2479

a. The appointment of Cabinet members.
*b. The financing of public schools.
c. The sending of troops to a disaster area.
d. The appointment of Representatives to foreign countries.

If a power is not given directly to the Federal Government and is not denied to the States it is reserved for ______. N 2480

*a. The States or the people.
b. The Supreme Court.
c. The Executive Department.
d. The Congress of the U. S.

Federal judges are appointed by ______. N 2481

*a. The President.
b. The Congress.
c. The Senate.
d. The House of Representatives.

The term of office of a Federal judge is ________. N 2482

a. Four years.
*b. Life or retirement.
c. Ten years.
d. Until the age of fifty-five.

To prove treason one of the following must be true. N 2483

*a. Two witnesses to the act must give testimony.
b. There is proof of secret meetings with foreign agents.
c. A man refuses to be drafted into the army.
d. A citizen refuses to salute the flag.

No State may keep a citizen from voting in any primary or general election because they have not paid State poll taxes. This right is guaranteed by ________. N 2484

a. Federal law.
*b. Constitutional amendment.
c. Supreme Court action.
d. The Bill of Rights.

No person shall go to court for a crime punishable by death or jail unless there is an indictment by a grand jury. This is guaranteed by ________. N 2485

a. Federal law.
b. Constitutional amendment.
c. Supreme Court action.
*d. The Bill of Rights.

Which part of the Constitution states the reasons for writing it? N 2486

a. Bill of Rights.
*b. Preamble.
c. Amendments.
d. Articles of Confederation.

A Representative must have these qualifications. N 2487

*a. Twenty-five years old, a citizen of the United States seven years, and live in the State he represents.
b. Twenty-five years old, a citizen of the United States seven years, and be a college graduate.
c. Thirty years old, a citizen of the United States, and live in the State he represents.
d. Thirty years old, a citizen of the United States, and be a college graduate.

The number of times the President can serve is determined by N 2488

*a. the Twenty-second Amendment.
b. the Fifth Amendment.
c. the Electoral College.
d. the Bill of Rights.

The branch of Government whose duty it is to determine the meaning of the Constitution is the ______. N2489

a. Legislative.
*b. Judicial.
c. Executive.
d. States.

The branch of Government responsible for enforcing the law is the ________. N2490

a. Legislative.
b. Judicial.
*c. Executive.
d. States.

The first ten amendments are called the ______. N2491

a. Preamble.
b. Political freedom.
c. General provisions.
*d. Bill of Rights.

The right to vote is guaranteed by ________. N2492

a. The Federal law.
*b. A Constitutional amendment.
c. A Supreme Court decision.
d. The Senate and House of Representatives.

The President and Vice-President are chosen by ____. N2493

a. Popular votes.
b. Congress.
c. In direct primaries.
*d. Electors.

A bill may be passed over the President's veto by the following means: N 2494

a. Decision of the Supreme Court.
*b. Two-thirds vote in both Houses.
c. Approval of two-thirds of the State Legislatures.
d. By means of a special election.

Which one has the right to declare war? N 2495

a. The President.
*b. Congress.
c. The Supreme Court.
d. The Joint Chiefs of Staff.

What is the length of the term of a Senator? N 2496

a. Four years.
*b. Six years.
c. Two years.
d. Five years.

Which of the following statements are true of the impeachment procedure? N 2497

a. The accused is tried by the Supreme Court.
b. The accused is punished by death if found guilty.
*c. The accused is charged by the House and tried by the Senate.
d. The accused is charged by the Congress and tried by the Supreme Court.

The number of Representatives a State gets is determined by__. N 2498

*a. Its population.
b. Laws made by Congress.
c. The Senate.
d. The Supreme Court.

Representatives serve a term which is ________. N2499

a. Four years.
b. Six years.
*c. Two years.
d. Five years.

Source: U. S. Constitution.

Objective: THE STUDENT WILL DEMONSTRATE HIS UNDERSTANDING OF SELECTED SIGNIFICANT HISTORICAL EVENTS BY SELECTING THE MOST PROBABLE OUTCOMES IF THESE EVENTS HAD NOT OCCURRED.

Directions: Imagine that Germany won the victory in World War I rather than the Allies. Circle A, if you presume the statement would be true. Circle B, if you presume the statement would be false. Give a reason for each of your choices.

Item:

*A B Reparations for World War I would have been levied upon the Allies. 02177

A *B German would have become the international language. 02178

*A B New Mexico, Arizona and Texas would have been returned to Mexico. 02179

A *B The rich mining area of Alsace-Lorraine would have been returned to France. 02180

*A B The United States would have been disarmed to a minimum force. 02181

Directions: Assume what would most likely have happened if each of the following events had not occurred. Circle the letter of the correct answer.

Item:

If the Crusades had not taken place 0 2225

*a. Europeans would not have become so interested in products from the Far East.
b. Marco Polo would not have traveled to China.
c. Prices of manufactured goods would have increased in Europe.
d. Towns would have developed more rapidly.

Source: Wilder, Ludlu, Brown, This is America's Story, Houghton Mifflin, 1960, pp. 25-26.

If the results of the great sea battle between the Spanish and English in 1588 had been reversed O 2226

a. Queen Elizabeth of England would have married King Philip of Spain.
b. England would have captured Spain's colonies in the New World.
c. The navies of Europe would have begun building iron warships.
*d. England would not have become Mistress of the Seas.

Source: Wilder, Ludlum, Brown, This is America's Story, Houghton Mifflin, 1960, pp. 72-73.

Directions: Imagine that the French had won the French and Indian War instead of the British. Then look at the statements below. Circle "T" if you would believe it to be probably true; circle "F" if you believe it to be probably false.

Item:

*T F Most people living in North America would now speak French. O 2269
*T F More North Americans would be Catholic. O 2270
T *F Spain would have taken over England's colonies in 1763. O 2271
*T F Quebec would probably be the capitol of the United States. O 2272
*T F French customs would be widely practiced in North America today. O 2273

## SECTION O

## SELECTING PROBABLE OUTCOMES IF CERTAIN HISTORICAL EVENTS HAD NOT OCCURRED

Directions: Imagine that the Sherman Antitrust Act of 1890 and the Clayton Antitrust Act of 1914 had never been passed. Then look at the statements below. Circle the "A" if you would presume it to be true; if you would presume it to be false, circle the "B".

Item:

| | | | |
|---|---|---|---|
| *A | B | Monopolies would have become common. | 0 2384 |
| A | *B | The farmers would have been very happy. | 0 2385 |
| A | *B | Competition would have increased because there would be many small businesses. | 0 2386 |
| *A | B | Prices of goods would be kept high. | 0 2387 |
| *A | B | The Northern Securities case would never have come up. | 0 2388 |
| *A | B | President Roosevelt would still have tried to control big business. | 0 2389 |
| A | *B | Labor unions would have never formed. | 0 2390 |
| *A | B | Standard Oil would have remained the largest oil company. | 0 2391 |
| *A | B | Modern businesses would be larger in size and fewer in number. | 0 2392 |
| A | *B | The gap between the rich and poor would have decreased. | 0 2393 |

Source: The Free and the Brave, Chapter 23, Rand McNally.

Directions: Imagine that all labor unions were declared illegal in 1901. Now look at the statements below. Circle "A" if you presume it to be true; circle the "B" if you would presume it to be false.

Item:

| | | | |
|---|---|---|---|
| A | *B | Child labor would have ended. | 0 2394 |
| A | *B | The wage rate for factory workers would have increased. | 0 2395 |
| *A | B | The working man would have attempted to form unions anyway. | 0 2396 |

*A B Working conditions would have remained the same for some years. 0 2397

*A B There would be an extreme gap between the lower working class and all others. 0 2398

Source: The Free and the Brave, Rand McNally.

Directions: Assume that Rockefeller and Carnegie were very interested in environment pollution and they made every effort to improve the situation. Now look at the statements below. Circle "A", if you would presume it to be true; circle the "B". if you would presume it to be false.

Item:

A *B There would be no pollution problem today. 0 2399

*A B The steel and oil industries would not be polluting the environment as much as they are. 0 2400

*A B The industrial growth of America would have been slowed down. 0 2401

*A B These two men would have been laughed at by their fellow businessmen of the 1880's and 90's. 0 2402

Directions: Circle the letter of the BEST answer.

Item:

The time period is the 1880's and the labor market has just been flooded with one million new immigrants. What will happen to the wage level? 0 2410

a. Rise because of competition for jobs.
*b. Fall because of competition for jobs.
c. Remain stable because of labor unions.
d. Move up and down rapidly.

The production of goods is increasing but at a slower pace than the increase in the money supply. 0 2411

*a. Inflation will occur if prices are not held down.
b. Deflation will occur if prices are not held down.
c. A depression is probably going on in the situation described.
d. The economy is stable and not shifting up or down.

The economy has passed through the following stages: boom, prosperity, recession, depression, and recovery, the next stage should be: 0 2412

a. stability
*b. boom or prosperity
c. more recovery
d. depression

The truck drivers in the 1970 contract agreement received a large raise. Who will end up paying for the raise? 0 2413

a. Truck companies.
b. Government, in higher taxes.
*c. Consumers in the form of high prices.
d. State and local government.

Source: The Free and the Brave, Rand McNally.

## SECTION P

## IDENTIFYING FACTORS LEADING TO SIGNIFICANT HISTORICAL EVENTS

Objective: THE STUDENT WILL DEMONSTRATE HIS KNOWLEDGE OF FACTORS CONTRIBUTING TO THE OCCURRENCE OF SIGNIFICANT HISTORICAL EVENTS BY CORRECTLY IDENTIFYING THEM.

Directions: Circle "A" if the item contributed to United States involvement in World War I.
Circle "B" if the item did not contribute to United States involvement in World War I.
Give a reason for each of your choices.

Item:

*A B The breaking of the Sussex Pledge. P 2102

A *B The assassination of Francis Ferdinand. P 2103

*A B The sinking of the Lusitania. P 2104

*A B The Zimmermann Note. P 2105

A *B The Proclamation of Neutrality. P 2106

Directions: Many of our present day freedoms can be traced back to Colonial times. Circle the letter of the answer which indicates the beginning of the particular freedom or practice.

Item:

The United States government has passed a law that there shall be no required praying in public schools. What colonial person would most likely have agreed with this ruling? P2230

*a. Roger Williams
b. John Smith
c. Peter Stuyvesant
d. Duke of York
e. James Oglethorpe

In the United States today American citizens pay taxes to support the public schools of their communities. In which of the English colonies would you find this same practice? P 2231

a. New York
b. Virginia
c. Pennsylvania
*d. Massachusetts
e. South Carolina

Source: Wilder, Ludlum, Brown, This Is America's Story, Houghton Mifflin, 1960, p. 103.

Directions: Classify each of the following statements about labor and business development under one of the classifications listed above the statements.

a. Strictly an historical event or practice not used today
b. A problem or event that has evolved through our history
c. Strictly a current problem or event which did not exist 70 years ago.

Item:

| | | |
|---|---|---|
| a *b c | Use of the lockout by truck companies. | P 2414 |
| *a b c | Young boys and women used in coal mines. | P 2415 |
| *a b c | Use of court order to restrict the forming of labor unions. | P 2416 |
| a *b c | The breaking up or controlling of monopolies. | P 2417 |
| a b *c | The use of electronic computer to replace workers. | P 2418 |
| a *b c | Making a product more efficiently and at a lower cost through automation. | P 2419 |
| *a b c | Small children working in factories and not going to school. | P 2420 |
| a *b c | Industrial pollution of lakes and rivers. | P 2421 |
| a b *c | The use of nuclear power plants to cut down on air pollution. | P 2422 |
| a *b c | A boycott by workers to put pressure upon a company to meet their demands. | P 2423 |

Directions: Each item found below will ask you to identify an act passed by Great Britain, the purpose for establishing a particular act, or the retaliatory actions taken by the colonists regarding a specific act. Read the question and then circle the letter of the BEST answer.

Item:

The provisions of the Proclamation of 1763 ________. P 2456

*a. Were primarily designed to prevent a clash between Indians and the colonists.
b. Did not threaten the western land claims of the colonies.
c. Provided a system of government for lands acquired from the French.
d. Gave special privileges to French inhabitants of the area west of the Appalachian Mountains.

The Intolerable Acts provided for the ________. P 2457

a. Removal of squatters from Indian territory.
*b. Punishment of colonial Massachusetts.
c. Allowance of slavery in new states.
d. Introduction of a compulsory income tax.

Of all the acts passed by Parliament following the Boston Tea Party, which one was not passed primarily to impose restraints upon the colonists? P 2458

a. The Boston Port Act.
b. The Massachusetts Government Act.
c. The Quartering Act.
*d. The Quebec Act.

The repeal of the Stamp Act indicated that Parliament was ___. P 2459

a. Abandoning colonial taxation.
b. Trying to win the support of the radical colonial leaders.
c. Coming to accept the principle of actual representation.
*d. Acknowledging that it was not worth the effort to enforce it.

What restrictions were placed on the colonists by the Proclamation of 1763? P 2460

a. It forbade local government in New England.
b. It stopped all foreign trade with countries other than England.
*c. It forbade settlement west of the Appalachian Mountains.
d. It outlawed freedom of religion.

For what reason was the Stamp Act of 1765 repealed by Parliament? P 2461

a. Parliament gave up its power to tax the colonists.
*b. British trade began to suffer under colonial protests.
c. Patrick Henry agreed to accept a tax on tea.
d. America refused to use the postal service.

According to your text, which of the following was most effective in bringing about the repeal of the Townshend Acts? P 2462

a. Pressure from colonial legislatures.
b. Diplomatic agreements.
*c. A boycott on trade.
d. Petitions from merchants in the colonies.

Writs of Assistance were used to allow ________. P 2463

a. The collection of taxes.
b. Smuggling.
c. Jury trials.
*d. Searches by customs officers.

As a result of the Boston Tea Party the British ________. P 2464

*a. Passed the Intolerable Acts.
b. Repealed the Intolerable Acts.
c. Arrested several colonial leaders.
d. Decided to take no action.

Upon repeal of the Townshend Acts, which of the acts was retained to show that Parliament has the right to impose taxes on the colonists? P 2465

a. Glass
b. Paper
*c. Tea
d. Paint

The Intolerable Acts were designed to punish which colony for resistance to British authority? P 2466

a. Connecticut
*b. Massachusetts
c. Rhode Island
d. Virginia

Legal documents, newspapers, pamphlets and all other colonial printed matter were taxed by the ______. P 2467

a. Sugar Act.
b. Quartering Act.
*c. Stamp Act.
d. Proclamation of 1763.

Which part of the Grenville program most angered the colonists? P2468

a. Quartering Act.
*b. Stamp Act.
c. Sugar Act.
d. Currency Act.

Which of the following events occurred first? P 2469

a. The Boston Tea Party.
*b. Passage of the Stamp Act.
c. The Townshend Acts.
d. The Intolerable Acts.

Which was not true of the Stamp Act? P 2470

a. It placed a direct tax on the colonies.
b. It provided money to pay for the military defense of the colonies.
*c. It restricted colonial trade to trade with England.
d. It placed a tax on the colonies which was not approved by their legislatures.

Why were the English colonists opposed to the Navigation Acts? P2471

a. The acts forbade the use of ships belonging to the colonists.
b. The acts made smuggling illegal.
c. The colonists were forced to trade with France and Spain.
*d. The acts specified that all colonial trade must be with England.

Consider these four events that took place just before the Revolution. P2472

1. Enforcement of the Navigation Laws
2. The Boston Tea Party
3. The Stamp Act
4. The Townshend Acts

The correct order of these events is:

a. 3 - 2 - 1 - 4
b. 3 - 1 - 2 - 4
*c. 1 - 3 - 4 - 2
d. 1 - 4 - 3 - 2

Colonial grievances against Great Britain leading up to the Declaration of Independence included all of the following except ___________. P2473

a. Writs of Assistance.
b. Townshend Acts.
*c. Albany Plan.
d. Intolerable Acts.

# SECTION Q

# IDENTIFYING SELECTED PEOPLE, PLACES, REGIONS, OR EVENTS

Objective: THE STUDENT WILL DEMONSTRATE HIS KNOWLEDGE OF THE CHARACTERISTICS OF AN EVENT OR AREA BY CORRECTLY IDENTIFYING THEM.

Directions: Imagine that the following statements were made by 17th century settlers in the New World. Circle the "S" if the statement would have been made by a Spanish colonist; the "F" if made by a French colonist; the "E" if made by an English colonist.

Item:

| | | |
|---|---|---|
| S *F E | The land I farm and the cottage I live in do not belong to me. They were given by the King to a wealthy nobleman and I am only an inhabitant. | Q 2232 |
| S F *E | Mary, you could do worse than marry me. I own my own home and my own farm. I may even buy some more land next year if my profit is large enough. | Q 2233 |
| *S F E | The Viceroy runs everything in my colony. He owns the land and makes the laws. | Q 2234 |
| S F *E | Are you planning to vote for town assemblyman next week? I would not miss taking part in this election for anything. | Q 2235 |
| S *F E | My brother has been traveling among the Indians with a Jesuit priest for two years. He feels that much has been accomplished in Christianizing these natives. | Q 2236 |
| *S F E | It upsets me that so many Indians are used as slaves, but there is nothing I can do about it. | Q 2237 |
| S F *E | There was a meeting last night, and there was a good discussion about where the new well should be dug. | Q 2238 |
| S F *E | There are four churches in town where I live. Everyone can go to the church of his choice. | Q 2239 |
| S *F E | Before I became a farmer, I was a fur trader in the Mississippi Valley. I worked a lot with the Indians and made a great deal of money. | Q 2240 |
| *S F E | My father's hacienda is very large and is a self-sufficient community. | Q 2241 |

Source: Henry Graff, The Free and the Brave, Rand McNally, 1967, Chapters on French, Spanish, English colonies.

Directions: Circle the letter of the correct answer.

Item:

Roosevelt's "hundred days" refers to the ______. Q 2369

a. Approximate time period between his election in November, 1932 and taking office in March, 1933.
*b. First days of his administration which were marked by rapid Congressional approval of FDR legislative program.
c. Campaigning in the fall of 1932 designed to win the November election.
d. Time a person had to serve in local jails for vagrancy, panhandling and other typical law violations of the depression years.

The "New Deal" carried out by the Roosevelt administration was ______. Q 2370

a. A well thought about program for relief, recovery and reform.
b. Carried out, in general, by political extremists.
*c. A hasty effort to get many programs in operation as soon as possible in the many problem areas.
d. No real different approach than what Hoover had been attempting.

Pump-priming was the pouring of government credit into trade channels to promote recovery. This would be accomplished because ______. Q 2371

*a. The money would be spent over and over as it changed hands from worker to merchant to manufacturer to worker. etc.
b. Relief workers were to receive increased pay under the "pump-priming" program.
c. Most critics of F.D.R.'s programs were calling for "pump-priming".
d. This was a time-proven solution to such a problem.

Which of the following agencies was created to regulate the sale of stocks and bonds? Q 2372

a. R.F.C.
*b. S.E.C.
c. F.C.C.
d. I.C.C.

Why was the main reason given for Federal regulation of the sale of stocks and bonds? Q 2373

a. The business world felt it too big a responsibility for them to continue to handle.
b. The number of stocks listed on the stock exchange made local control impractical.
*c. Unsuspecting investors were being swindled by insiders who could manipulate the market.
d. A Constitutional Amendment was ratified which made Federal regulation mandatory.

Which of the following practices was not part of the A.A.A.? Q 2374

a. Farmers were paid for reducing basic production.
b. Farmers were paid for practicing soil conservation techniques.
c. Crop loans and crop insurance was available through the government.
*d. Large quantities of surplus agricultural products were sent to the starving of India and China.

Many of the poor farmers who moved to California because of dust-bowl conditions in their own States came from _____. Q 2375

a. Iowa and Illinois.
b. Arizona and New Mexico.
c. Louisiana and Texas.
*d. Oklahoma and Arkansas.

Which of the following was planned both to help basic industry and to relieve unemployment? Q 2376

a. Agriculture Adjustment Act
*b. The Public Works Administration
c. Civilian Conservation Corps
d. Security and Exchange Act

The Supreme Court's interpretation of which of the following provided the basis for declaring the early New Deal legislation unconstitutional? Q 2377

a. The power of the President to make treaties.
b. The power of the Congress to borrow money.
c. The power of the Congress to coin money.
*d. The division of powers between the Federal and the State governments.

The tariff policy of the U. S. during the 1930's is best described as ______. Q 2378

a. Maintaining a high protective tariff.
b. High duties on agricultural products and low on manufactured goods.
c. Complete removal of tariffs and seek to establish free world trade.
*d. Reducing our tariffs in return for tariff reductions by foreign countries.

The devaluation of the dollar during F.D.R.'s first administration had many effects. Which of the following was not a result? Q 2379

a. Higher domestic prices.
b. Higher prices on imports.
c. An increase in exports.
*d. An increase in the purchasing power of the dollar.

Which of the following provided the chief restriction on New Deal legislation between 1932 and 1936? Q 2380

a. Popular disapproval.
*b. Court action.
c. Congressional opposition.
d. Lack of money to finance the projects.

Which of the following was most nearly attained under the New Deal (1933-1940)? Q 2381

a. A balanced budget.
*b. Restoration of confidence in banks.
c. Agricultural prosperity.
d. The end of unemployment.

Which of the following was not used by the New Deal as a means of stimulating recovery following the 1929 depression? Q 2382

*a. A lowering of prices to stimulate purchasing.
b. Lowering the tariff.
c. Increasing the amount of money in circulation.
d. Establishing minimum wage laws.

Why was the T.V.A. soundly criticized by many opponents of the New Deal? Q2383

a. Roosevelt and his associates stood to personally make a fortune from this venture.
*b. T.V.A. was regarded as a serious introduction of socialism to the nation.
c. It had been a colossal failure.
d. The quality of work done was poor and the hardships created were unjust.

Source: The Free and the Brave, Rand McNally.

Directions: Each characteristic found on the following list is typical of one of the four subdivisions of early America. Indicate by circling N for New England, M for Middle Colonies, S for Southern Colonies, or F for Frontier Colonies. Circle only one.

Item:

*N M S F Vast forest which can be used for ship-building. Q2434

N M *S F Fertile land and a warm climate good for growing crops year around. Q2435

N M *S F Large plantations found here. Q2436

*N M S F First public school system evolved here. Q2437

*N M S F Puritans settled in this area. Q2438

*N M S F Most people live in seaports and small villages. Q2439

*N M S F Stocks, shipping posts, etc, found here. Q2440

N M S *F People are nearly self-sufficient. Q2441

N M *S F Slavery becomes predominate in this area. Q2442

N M *S F Cotton gin would get the most use here. Q2443

N *M S F Idea of toleration of all religions started here. Q2444

N M S *F Cheap or free land found here. Q2445

Source: Wilder, Ludlum, Brown, This is America's Story, pp. 264-304.

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Item:

| | | | | | |
|---|---|---|---|---|---|
| *N | M | S | F | Vast forest which can be used for ship-building. | Q2434 |
| N | M | *S | F | Fertile land and a warm climate good for growing crops year around. | Q2435 |
| N | M | *S | F | Large plantations found here. | Q2436 |
| *N | M | S | F | First public school system evolved here. | Q2437 |
| *N | M | S | F | Puritans settled in this area. | Q2438 |
| *N | M | S | F | Most people live in seaports and small villages. | Q2439 |
| *N | M | S | F | Stocks, whipping posts, etc. found here. | Q2440 |
| N | M | S | *F | People are nearly self-sufficient. | Q2441 |
| N | M | *S | F | Slavery becomes predominate in this area. | Q2442 |
| N | M | *S | F | Cotton gin would get the most use here. | Q2443 |
| N | *M | S | F | Idea of toleration of all religions started here. | Q2444 |
| N | M | S | *F | Cheap or free land found here. | Q2445 |

Source: Wilder, Ludlum, Brown, This is America's Story, pp. 264-304.

## SECTION R

## COMPARING AND CONTRASTING OUR CULTURE WITH OTHERS

Objective: THE STUDENT WILL DEMONSTRATE HIS UNDERSTANDING OF THE CUSTOMS OR PRACTICES OF OTHER CULTURES BY COMPARING AND CONTRASTING THEM WITH OUR OWN.

Directions: Read this paragraph and then answer the questions below.

### The Caste System

The Hindu religion states that all living things are not equal. For thousands of years the Indian people have been placed in different social levels or "castes" by this belief. Originally there were four major castes which organized all the different kinds of work. The highest group was religious men and teachers. Next came the rulers and soldiers. Next came shopkeepers, traders, farmers and land owners. Craftsmen and hired help make up the fourth group and are considered much below the others in rank. Indians who did unclean work, such as street cleaning, handling the dead, and tending pigs feeding on garbage, were called untouchables. This group totaled 15 percent of the population. All caste people were supposed to avoid contact with these "outcastes". Occupations in a village became fixed because a son followed his father's work. Marriage was arranged by parents within their caste. Movement from caste to caste was impossible.

The Indian Constitution declares that untouchability is abolished and its practice forbidden in any form. But the law is one thing and habit is another. The caste system does still exist in small villages. The greater opportunities for work in the cities, the growing population, and education are also weakening the caste system.

Item:

Which group is most important in the caste system? R 2327

*a. Teachers
b. Soldiers
c. Shopkeepers
d. Hired labor

Which of the following castes would have the fewest members? R 2328

*a. Religious leaders and teachers
b. Rulers and soldiers
c. Shopkeepers, traders, farmers
d. Hired labor

Which of the following castes is considered higher socially in our society? R 2329

a. Religious leaders and teachers
*b. Rulers and soldiers
c. Shopkeepers, traders, farmers
d. Hired labor

What conclusion could be made comparing the answers above? R 2330

a. Most Indians are farmers.
*b. Indians place more social importance on religion than Americans.
c. Americans are more concerned with education than with military affairs.
d. Businessmen are more important to Americans than to Indians.

All of the following would be elements of the caste system except ________. R 2331

a. Separate housing for social classes.
*b. Equality in business opportunity.
c. Like father, like son.
d. Arranged marriages.

Which of the following elements of the Indian caste system "generally" appears in our society? R 2332

a. Separate housing for social classes.
*b. Equality in business opportunity.
c. Like father, like son.
d. Arranged marriages.

The second paragraph seems to say all of the following **except** _____. R 2333

a. The strongest caste ties lie in small villages.
b. As cities grow larger caste becomes weaker.
*c. The caste system will always exist.
d. Forbidding castes does not mean they will disappear.

To "discriminate" means to be able to tell apart or judge differences. All of the following are ways an Indian could discriminate between a member of his caste and another person **except** _____. R 2334

a. Finding out where he worked.
b. Learning to what caste his wife belonged.
c. Going to his house.
*d. Knowing if he was a Hindu.

Directions: Read this paragraph and then answer the questions below.

## An Indian Village

Ranjit, like 85 percent of all Indians, lives in a village. His village is small. which is normal, for half of all villages contain 500 to 2,000 persons. Ranjit's village is surrounded by fields, much as the hub in the center of a wheel. Huts in the village are clustered together in neighborhoods. But each group of houses is carefully separated from the neighboring group of houses. Each caste's houses are separated from the other castes. Ranjit's village is fortunate because it has a well. This is more important than the lack of electricity and isolation from other villages. Since this village is in the North, the huts are made from mud and clay. The major crop and food product here is wheat, although beans, rice, corn, and barley are also grown. Meat is not eaten for Ranjit is a Hindu. Hours in the fields are long and hard. Most of the money Ranjit earns is spent for food, most of the rest will be spent on clothing. Most villagers cannot read or write and will die before they are 45. Disease and hunger in the village is widespread. However, Ranjit feels secure because his family and caste give him affection and protection.

Compare the Indian village to a U. S. city by selecting

I - if the statement is true of Indian village
U - if the statement is true of the U. S. city
B - if the statement is true of both
N - if the statement is true of neither

Item:

| | | |
|---|---|---|
| *I U B N | People raise most of the food they eat themselves. | R 2335 |
| *I U B N | Housing materials are easily obtained from the immediate region. | R 2336 |
| I U *B N | Social and economic class can be observed by where people live. | R 2337 |
| I *U B N | Most houses have their own water supply. | R 2338 |
| *I U B N | Most communities are able to meet their own needs without outside help. | R 2339 |
| *I U B N | Religion determines diet. | R 2340 |
| I *U B N | Adequate transportation is essential for people to continue their way of life. | R 2341 |
| I U *B N | The family serves as the giver of affection and protection. | R 2342 |
| *I U B N | Each person's social position is clearly known. | R 2343 |
| *I U B N | Most communication is face-to-face. | R 2344 |
| I *U B N | Communities are affected by what happens in other communities. | R 2345 |
| I U B *N | All persons have adequate food and medical facilities. | R 2346 |
| I *U B N | Diet includes a variety of foods. | R 2347 |
| I *U B N | Money is available for luxuries in most families. | R 2348 |
| *I U B N | Food production and health are the major community concerns. | R 2349 |

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